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ABSTRACT

This student activities source book is one of a series of four developed by the Carroll County Public School System, Maryland, for celebration of the Bicentennial. It is specifically designed to generate ideas integrating the Bicentennial celebration into various disciplines, classroom activities, and school-wide events at the kindergarten through second grade levels. The guide contains 81 activities related to art, music, physical education, language arts, science, and social studies. Each activity includes objectives, background information, pertinent materials and resources, recommended instructional procedures, and possible variations and modifications. The activities are organized around the Bicentennial themes of Heritage, Horizons, and Festival. Heritage activities focus on events, values, traditions, and historical objects of the past. Horizon activities stress challenging the problems of the present and future. Festival activities include such activities as community craft shows, workshops, folk music, and dance performances. (Author/DE)

ED106189

BICENTENNIAL SOURCE BOOK

LEVEL I

K-2

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WESTMINSTER, MARYLAND

SUMMER 1974

SP 008 316

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RESOLUTION - BI-CENTENNIAL PROCLAMATION - DECEMBER 12, 1973

WHEREAS it has been officially proclaimed by the President of the United States of America that the year nineteen hundred seventy six (1976) will be observed as the Bi-Centennial Celebration Year of the founding of these United States of America, and

WHEREAS all citizens and all community organizations have been called upon to observe and celebrate this Bi-Centennial year, be it

THEREFORE RESOLVED that the Carroll County Public School System will cooperate with all recognized agencies and bodies as they move to mark this observance, and be it

FURTHER RESOLVED that the Carroll County Public School System of Carroll County, Maryland will mark this observance with appropriate activities.

Approved and entered into the reocrds of the Carroll County Public School System's minutes this twelfth day of December in the year nineteen hundred seventy three.

(December 12, 1973)

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Arnold Amass	Vice President	Mr. Arnold Amass
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TABLE OF CONTENTS

Art 1

- Corn and Seed Necklaces
- Finger Top
- Corn Cob Dolls
- Weaving
- Early Buttons
- Cross Stitch Sampler
- Cornhuck Dolls
- Embroidery - Stitchery
- Indian Plaque
- Seeds for Fun
- Friendship Square
- "Ships a Sail"
- Cup and Button

Language Arts 21

- Mother Goose
- The Chores of Children in 1776
- School Drama - Life in Colonial Days
- Exhibit of Classroom Items of Colonial America
- Hornbook

Science 30

- Making Candles
- Making Soap
- Trees in our Nation's History
- Making Kites
- Making Natural Dye
- Apple Brown Betty
- Corn Bread
- Indian Pudding
- Sweet Potato Pie
- Making Butter
- Ice Cream Making
- Colonial Lighting: Candle Sconces
- Dried and Dehydrated
- Pomander Balls
- Seeds in Our Heritage
- Colonial Herb or Flower Garden

TABLE OF CONTENTS - (continued)

Music 60

- Horseshoe Bells
- Song Fest
- Pop! Goes the Weasel
- Oats, Peas, Beans
- Hey! Betty Martin
- The Needle's Eye

Physical Education 68

- Tag
- Right Elbow In (Looby-Loo)
- Leap Frog
- Farmer in the Dell
- Hopscotch
- Children's Games
- Playday of Colonial Games
- Muster Day

Social Studies 77

- Negroes in the American Revolution
- Paper Dolls
- Making a Pioneer Shirt
- Time Capsule
- Grave rubbings
- Papier Mache Liberty Bell
- "Betsy Ross" and "Fifty States"
- Potpourri
- Early American Dress
- Transportation
- Frontier Militia vs. British Soldiers

ADDITIONAL IDEAS LIST

- Apple Butter 94
- Baked Corn 94
- Barn Raisings 94
- Christmas Decorations 94
- Colonial Occupations 94

TABLE OF CONTENTS - (continued)

Additional Ideas List - Continued

Consumer Education 96
Coon and Fox Hunts 96
Elections 96
Field Trips 96
Food Gathering 96
Husking Bee 96
Inventors 96
Mail 96
Maple Sugaring 96
Media 96
Milestones 96
Money 97
New Pioneers 97
Quilting Bee 97
Ships 97
Study of Measurement 97
Towns 97

61

Appendix A1

Bibliography D1

INTRODUCTION

The Maryland Bicentennial Commission for the commemoration of the American Revolution was established by the State Legislature in 1968 for the purpose of ensuring that an appropriate effort would be made to create local interest in celebrating the 200th anniversary of the founding of our nation.

The state commission lead to the creation of the Carroll County Bicentennial Commission. The first meeting of the committee, chaired by Mr. George A. Grier, Administrative Assistant to the County Commissioners, was held in November 1972. As a result of this initial meeting, Dr. Ralph John, President of Western Maryland College, was charged with organizing a planning committee for local educational units. In turn, Dr. George E. Thomas, Superintendent of Schools, appointed particular Board of Education staff members to serve on the committee. The first meeting was held in February 1973.

In December 1973, the Carroll County Board of Education resolved that appropriate activities honoring the Bicentennial be planned and carried out in the Carroll County schools.

Mr. Donald P. Vetter, Supervisor of Social Studies, Temporary Co-Chairman, organized an ad hoc committee to make recommendations for the Bicentennial activities. The Ad Hoc Committee recommended that the historical time span be designated as 1763 through 1783 and that the period for observance in the schools be September 1975 through June 1976.

In February 1974, three Bicentennial Sub-Committees; elementary, middle, and high school, were appointed. Several planning sessions were held involving teachers, community groups, school administrators and students.

On May 30, a meeting of fifteen high school students was organized for the purpose of receiving student input. Bicentennial Committees also were created in each county school and funds were budgeted for a summer workshop designed to develop a K-12 interdisciplinary guide for Bicentennial activities.

The Bicentennial Source Books are the result of the workshop which took place for two weeks beginning on July 15 1974. The purpose of the document is to assist local school Bicentennial Committees in planning programs of celebration for the 1975-76 fiscal year.

The Maryland Bicentennial Commission suggests that the celebration be organized with a three fold thrust:

HERITAGE '76

Focuses on activities which recall our Nation's heritage and gives an historical perspective to the Community. In the thirteen original States, the Heritage Program would relate more directly to the events of the American Revolution than in other States. All areas however, have their own heritage which, at least in part, reflects the basic principles upon which our Nation was founded. Specifically, Heritage includes those values and traditions established by our founding fathers and supplemented by succeeding generations of Americans.

Heritage '76 is also concerned with what Americans can see, touch, and feel in their historic past; with the houses, churches, bridges, parks, documents and decorative objectives that form a panorama of their man-made environment.

HORIZONS '76

Covers activities through which Americans can commemorate their past by looking to the future as the challenge and the opportunity for all individuals and organizations to define and dedicate themselves to worthy purposes and goals, and to proceed with the attainment of these goals through various activities intended to improve the quality of life.

Specifically, Horizons '76 will concentrate on citizenship, community development, communications, transportation, learning, health, leisure, the environment, the economy, and human values and understanding to assure a better future for "all mankind."

FESTIVAL USA

Sharing with other Americans and the people of the world the traditions, the culture, and the hospitality of the United States and its people

Festival USA includes the arts, athletics, education, travel, hospitality, exhibits and fairs involving all members of the community.

These activities may include community craft shows and workshops, folk music and dance performances.

All Americans should take a thoughtful look at themselves and their communities and share their knowledge by means of home hospitality, exchange programs, and at visitor information centers.

This format, together with the suggestions of the Ad Hoc Committee, provided a framework for the organization of this bulletin. It was also decided that the Source Books be developed on four levels:

Level I - Kindergarten, first and second grades

Level II - Grades three, four and five

Level III - Middle school, grades six, seven and eight

Level IV - High school, grades nine through twelve

Both disciplinary and interdisciplinary activities are suggested. The Source Books are to be sent to all schools so that planning for the Bicentennial year may take place. It is hoped that principals will budget for the selected activities and that additional ideas and activities will be submitted from the schools for inclusion in the revised bulletins in the spring of 1975.

ACKNOWLEDGEMENTS

Organization for Bicentennial activities has involved many individuals. Special recognition is due to Mr. Donald Vetter, Supervisor of Social Studies, for his leadership as chairman of the Bicentennial committee; Mrs. Virginia Murray, Elementary Supervisor; and Dr. Robert Kersey, Director of Curriculum, for their assistance with workshops and editing.

Bicentennial Committee

Student representatives:

Kathy Arnold	Francis Scott Key
Tony Sims	South Carroll
Donna Harrison	South Carroll
Jack R. Veara	South Carroll
Kelly Marsh	South Carroll
Terry Sapp	South Carroll
Martha Larkins	South Carroll
Susan Griesmyer	Westminster
Julie Packer	Westminster
J. Keene	North Carroll
Karen England	North Carroll
Serita Zumbrun	North Carroll
Sue Rambol	North Carroll
Brenda Feeser	North Carroll
Brian Hockheimer	North Carroll

School Bicentennial Chairmen:

Elementary

Donna McPartland & Peggy James - Charles Carroll
Elizabeth Wantz - Elmer Wolfe
Pat Moseley & Janet Hersh - Hampstead
Charlotte Collett & Joretta Allwine - Manchester
Marilyn Kirschner - Taneytown
Sharon Herb - Robert Moton
Patricia Amass - East End
Erma King - West End
Martha Devilbiss - William Winchester

Elementary (cont'd)

Nancy Orth - Mechanicsville
Peggy Hahn & Louise Borneman - Uniontown
Ruth Schneehagen - Sandymount
Dorothy Mangle - Freedom
Larry Thompson & Alan Potter - Eldersburg
Pauline Sinclair - Winfield
Bill Wolfe - Mt. Airy
Sabra Kittner - County Resource Center
Shirley Hayes - East End
Virginia Murray - Committee Chairman

Middle School

Virgil Rhoten & Marcia Edward - West Middle
Robert Burger - Sykesville Middle
Miriam West - Taneytown Middle
Mildred Shipley & Miriam Flynn - East Middle
Minerva Bennett - Mt. Airy Middle
Philip Martin - New Windsor Middle
David Booz - North Carroll
Lillian Rodgers - Central Office
Pat Cullison - P. T. A.
Victor Makovitch - Committee Chairman

High School

Linda Taylor & Terry Doyle & Stephanie Douglas - Westminster
Nancy Spicknel - North Carroll
Linda Van Hart - Francis Scott Key
Gordon Davis - Vo-Tech Center
Ted Jump - South Carroll
Ellen Joseph - League of Women Voters
Robert Kersey - Committee Chairman

Writing Workshop Committee:

Level I

*Sharon Herb - Robert Moton - Grade 1
Marilyn Kirschner - Taneytown - Grade 2
Ruth Schneehagen - Sandymount - Kindergarten
Pauline Sinclair - Winfield - Kindergarten

Level II

Gail Hosmer - William Winchester - Grade 3
Erma King - West End - Grade 4
Peggy James - Charles Carroll - Grade 5
*Nancy Orth - Mechanicsville - Grade 4
Joretta Allwine - Manchester - Music
Dean Johnson - Mt. Airy - Physical Education
Joan Unger - (3 schools) - Art

Level III

*Robert Burger - Sykesville - Grade 6
Wayne Hughes - North Carroll - Grade 7
Michael Isaacs - Mt. Airy - Music
Anne Miller - West Middle - Art
Linda Selby - New Windsor - Grade 5
Nancy Phoebus - West Middle - Grade 8

Level IV

Winifred Connor - North Carroll - Home Economics
Stephanie Douglas - Westminster - English
Ross Merryman - South Carroll - Music
*Margaret Price - Francis Scott Key - Social Studies
Linda Van Hart - Francis Scott Key - Art
Andy Wizda - South Carroll - Social Studies
Roger Steele - Francis Scott Key - Science

Administrators and Supervisors:

Earl Hersh - Physical Education
Ted Jump - High School Sub-Committee
Sabra Kittner - Library and Media Services
Robert Kersey - Director of Curriculum
Victor Makovitch - Middle School Sub-Committee Chairman
Virginia Murray - Elementary
Lillian Rodgers - English and Foreign Languages
Donald Vetter - Social Studies

*Sub-Committee Chairperson

NOTES TO THE USER

The Bicentennial Source Books are designed to generate ideas for integrating tha Bicentennial Celebration into the various disciplines, classroom activities, and/or school wide events. At the elementary level, Levels I and II, activities cover a variety of subjects and are of many types. They are to be integrated into the varied units of study throughout the school year. The Source Books for Level III and IV, i.e. middle and high school, are organized according to the disciplines into which they may appropriately be integrated. However, many activities are suitable for more than one discipline. In the event of crossing over, it is recommended that teachers and departments communicate so that duplications are avoided.

In planning activities, a balance among Heritage Horizons, and Festivals should be a goal. The local Bicentennial Committees should constantly review the over-all picture within their school. The County Committee will do likewise on the county level.

RECOMMENDATION PROCEDURES

1. The School Bicentennial Committee should review the appropriate level(s) Source Book(s) for their school,
2. Make decisions on some school-wide events,
3. Meet with teachers and ask them to make a tentative commitment to a particular discipline or to classroom activities,
4. Request from the school administration some funds from the present budget for Bicentennial preparation activity,
5. Be certain that the building principal budgets for funds to carry out Bicentennial activities of a sufficient variety and depth. The amount budgeted will depend on the activities and events decided upon.

PRE-ARRANGED COUNTY-WIDE EVENTS

1. Five museum visits - Baltimore

The National Endowment for the Arts has awarded a grant to five Baltimore museums for the purpose of organizing an interrelated Bicentennial program featuring Maryland's most historical artifacts. The following program has been arranged:

Walter's Art Gallery - Art in Europe 1750-1800

Baltimore Museum of Art - Art in America 1750-1800

Maryland Historical Society - Art in Maryland 1750-1800

Peale Museum - Baltimore's Revolutionary Generation

Maryland Academy of Science - Explorers of Time and Space in Maryland 1776-1976

2. Traveling Art Exhibit - Smithsonian Institution

An exhibit entitled The Black Presence in the Era of the American Revolution 1770-1800 has been scheduled in Carroll County for September 27 to December 14, 1975. The exhibit will be circulated among several county locations.

The Smithsonian offers the following description:

> The celebration of a Revolution, especially one that promised liberty and justice for all, may provide an opportune moment for a fresh view of one feature of the event that for two centuries has been absent from the official rhetoric of the Fourth of July. It is the aim of this exhibition to restore to the national memory an historic fact that has been long suppressed or forgotten--the living presence of black men and women during the thirty years that stretched from the martyrdom of Crispus Attucks in the Boston Massacre of 1770 to the conspiracy of Gabriel Prosser in Virginia at the turn of the century. This photopanel version of the exhibition originally organized by the National Portrait Gallery of the Smithsonian Institution consists of many portraits - taken from manuscripts and written accounts as well as from drawings and paintings - of a representative number of black Americans. Approximately 45 panels.

CALENDAR OF BICENTENNIAL EVENTS

The office of Curriculum Development will take the leadership in coordinating a calendar of Bicentennial Events for the Carroll County Public Schools. Within each source book there is a sample form designed to help feed data into the curricular office. Schools are requested to manufacture a sufficient number for their use of the enclosed as a model.

Bicentennial Calendar Information

submit to curriculum office

School: ______________________________

Activity planned: (brief description)

Date of activity: ________________________ Grade Level: ________________

Discipline: ___________ Interdisciplinary: _________ School-wide: __________

Circle: Heritage - Horizons - Festival

(opt.) Teacher(s) in charge : ________________________________

SOURCES OF INFORMATION

Listed below are some key general sources of Bicentennial information. Additional more specific sources are mentioned in the various source books.

Carroll County Bicentennial Commission
259 Smith Avenue
Westminster, Maryland 848-3963
Mr. Frank Goodfellow, Chairman

Maryland Bicentennial Commission
2525 Riva Road
Annapolis, Maryland 21240
(Maryland Continental Newsletter)

Peoples Bicentennial Commission
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

ARBA (American Revolution Bicentennial Revolution)
736 Jackson Place, N.W.
Washington, D.C. 20276
(Bicentennial Times)

THEME: Heritage/Horizon

SUBJECT AREA: Art

GRADE LEVEL: K-3

NAME OF ACTIVITY: Corn and Seed Necklaces

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will create a necklace or item for adornment from natural materials.

BACKGROUND INFORMATION: Primitive peoples use available materials to make items for personal adornment. The American Indians used seeds and other materials from their environment.

MATERIALS AND RESOURCES:

Beads, seeds or other natural materials
String, monofilament fishline 60" long

PROCEDURE:

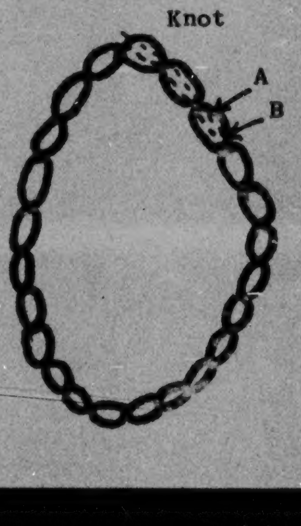
1. Pierce with a needle or drill materials to be strung.
2. Nylon monofilament fishline makes a strong and durable string.
3. Handsome necklaces can be made of multicolored Indian corn kernels and/or the seed of many other plants.
4. Corn must be strung early in the fall before the kernels become too hard to push a needle through them. Hard kernels may be soaked in water to soften.

CAUTION:

Corn weevils may emerge in a subsequent season. This may be controlled by adequate heat exposure in an oven or by chemical treatments.

VARIATIONS:

1. Daisy chain necklaces
2. Other jewelry items using natural materials may include pins, pendants, earrings, tie bars and cuff links.



THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Finger Top

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will make a toy in the colonial manner.

BACKGROUND INFORMATION:

In colonial times many toys had to be made from material that was readily available and easily constructed.

MATERIALS AND RESOURCES:

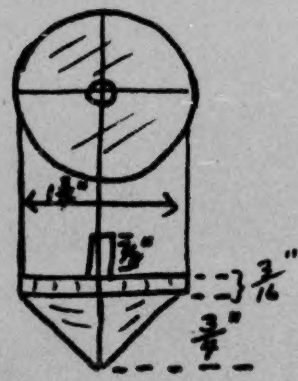
Schnacke, *American Folk Toys*. Putnam's Sons
Large spools (1 spool - two tops)
Dowels to fit hole in spool
Enamel paint, if desired
Glue

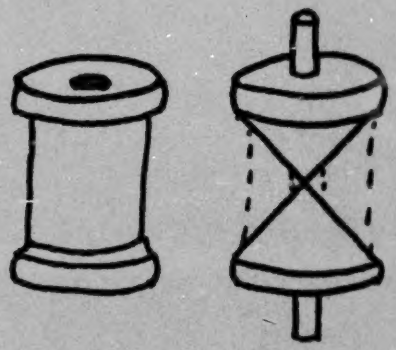
PROCEDURE:

1. Carve from a wooden spool as illustrated (1 spool - two tops).

2. Insert a dowel as its spindle, glue in place.

3. Enamel tops or leave natural.
   Note: Tops can be turned on a lathe. A local high school shop class or a parent interested in woodworking may help. Spools can be donated by parents.





VARIATIONS:

1. Use as Christmas tree decorations.
2. Let children see who can make their top spin the longest.
3. Create games appropriate for age level.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 1,2, 3-5

NAME OF ACTIVITY: Corn Cob Dolls

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will create a toy of the colonial period.

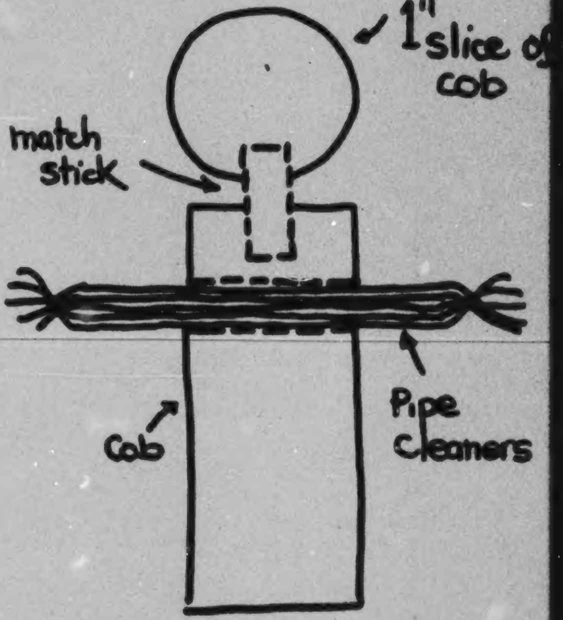
BACKGROUND INFORMATION: See Clothespin Dolls

MATERIALS:

One corn cob
One wooden matchstick
Five pipe cleaners, 6" long
One bean

PROCEDURE:

1. Cut about 1" from the wide end of the cob.
2. Drill hole in top of cob and side of cob-slice.
3. Glue matchstick as shown.
4. Drill hole through side of cob as shown.
5. Put 5 pipe cleaners through hole.
6. Twist ends to form fingers.
7. Dress as desired.



THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Weaving

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will construct a simple loom and practice the art of weaving.

BACKGROUND INFORMATION:

Weaving was a necessary skill in colonial times to produce the cloth for clothing. It became a specialized skill in towns and a family project in more isolated areas.

MATERIALS AND RESOURCES:

Four pieces of soft wood 8" L x 1" x 2"
Nails
Rug Yarn
Large darning needles (no points)

PROCEDURE: (suggested time allotment - 2 class periods)

1. Make two model looms.
    - A. Saw four 8" pieces of soft 1" x 2" white pine wood, and nail them together to form a square. Drive nails at 1" intervals around all four sides. Tie strings across your frame one way. (You will work your weaving threads across the other way.)
    - B. Puncture holes all around the rim of a shoe box at 1" intervals. Tie strings across one way, as above.

2. Help a group of children make the first loom, after you show them your model. Help another group make the shoe box loom.

3. In the second class period, weave a piece of cloth using rug yarn and the darning needles.

VARIATIONS:

1. Encourage children to make a larger loom (at home or in free time) and create designs with yarn or coarse thread.

2. Visit the school media center or a local library for pictures and books about weaving.

VARIATIONS: (cont'd.)

3. Revonah Spinning Mills in Hanover, Pennsylvania is a possible field trip.

4. The Mannings in East Berlin, Pennsylvania, is a possible field trip to observe hand weaving.

THEME: Heritage, Horizon

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Early Buttons

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will create a useable button from clay.

BACKGROUND INFORMATION:

In colonial days, buttons were scarce. They were saved and used over and over. Early buttons were handmade from bone, wood, or clay. Buttons made by metal craftsmen were available but so expensive that only the rich or near-rich could afford them.

MATERIALS AND RESOURCES:

Repla-cotta clay (low-firing or home oven-firing)
Acrylic paint
Q-tip sticks
Round toothpicks

Yankee Magazine. Yankee, Inc., Dubline, N. H. June 1973.

Epstein, Diana, Buttons. N. Y.: Walker & Co., 1968.

Luscomb, Sally, The Collector's Encyclopedia of Buttons. N. Y.: Bonanza Books. 1967.

PROCEDURE:

1. Discuss buttons - their use and material used in their making. (Some modern ones can be shown.)

2. Show pictures of early buttons and talk about the materials they were made from and why they were used over and over. How are buttons different today?

3. Prepare to make buttons from the special low-firing clay.

    A. Each child will design the shape and size of his button.

    B. Fashion the buttons using Q-tips or toothpicks to pierce the holes.

    C. Fire the buttons in an ordinary oven (at school or someone's home).

PROCEDURE: (cont'd.)

D. Decorate buttons with acrylic paint and/or beads, etc.

E. Sew buttons on cloth and display.

VARIATIONS:

1. Discuss "button jars" - who had them and why? Can we find any today? Where?
2. Make a button collection. Arrange by material, size, shape, or color.
3. Find as many uses for buttons as possible.
4. Relate ecology to buttons.
5. Use buttons as math counters.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 1-2

NAME OF ACTIVITY: Cross Stitch Sampler

TYPE OF ACTIVITY: Stitching on Paper

OBJECTIVE: Children will create a design in the colonial manner using cross stitching. Children's names will be used to reinforce the alphabet.

BACKGROUND INFORMATION:

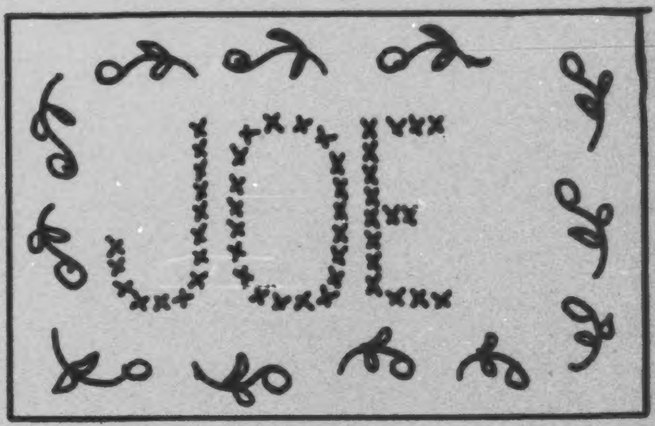
Cross stitch samplers were used as teaching aids. Little girls were supposed to learn the womanly art of stitching. by making samples of their stitches.

MATERIALS AND RESOURCES:

Needles
Rug yarn
Bogus paper

PROCEDURE:

1. Show samples of samplers (pictures in magazines).
2. Show examples of the finished product.
3. Practice name on scrap paper to set desired size and shape.
4. Place name in center of paper.
5. Review cross stitch and running stitch.
6. Proceed with work.



VARIATIONS:

For Kindergarten, the children can choose a letter and develop it into a sampler design.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: 1, 2

NAME OF ACTIVITY: Cornhusk Dolls

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will make a simple cornhusk doll.

BACKGROUND INFORMATION:

The average family could not afford the expensive dolls made by toymakers in Europe. The children and their families made the toys in colonial America.

MATERIALS AND RESOURCES:

American Folk Toys by Dick Schnacke; G. P. Putnam's Sons, New York, 1973.

Corn husks
Rubber bands
Pipe cleaners 6" - 8"

PROCEDURE:

1. Soak cornhusks in water for about five minutes.

2. Each child - one small, one large husk.

3. Roll each husk into a ball.

4. 6" - 8" pipe cleaner and roll lengthwise in a husk. Rubber band ends to keep from unrolling.

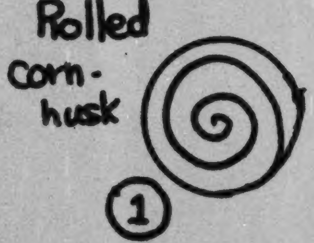
5. Large husk. Put smaller ball in middle of large husk and fold in half. Secure with rubber band under ball.

6. Stick pipe cleaner wrapped in husk under rubber band between husks.

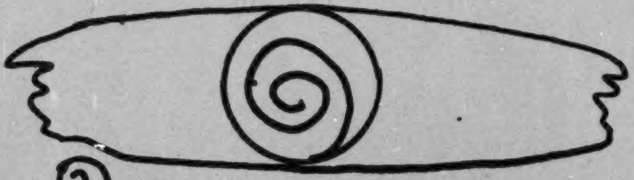
7. Place larger ball in between cornhusks and secure with rubber band under ball.

8. Arrange other husks in a skirt and secure at "waist" with rubber bands.

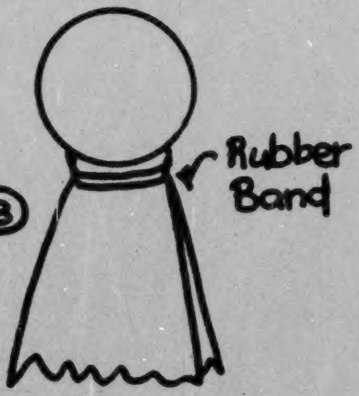
9. Decorate face and make hair with available materials.


Rolled
corn-
husk

①

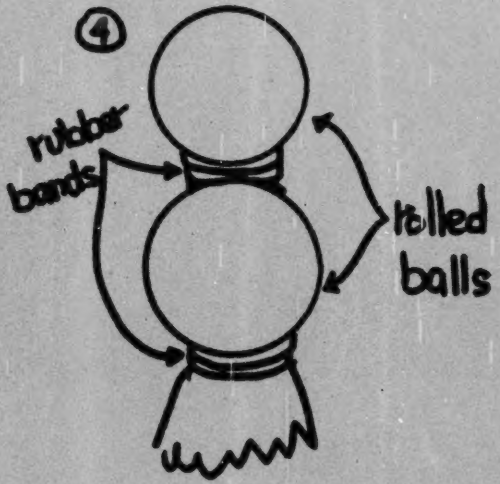


② Place in center of leaf

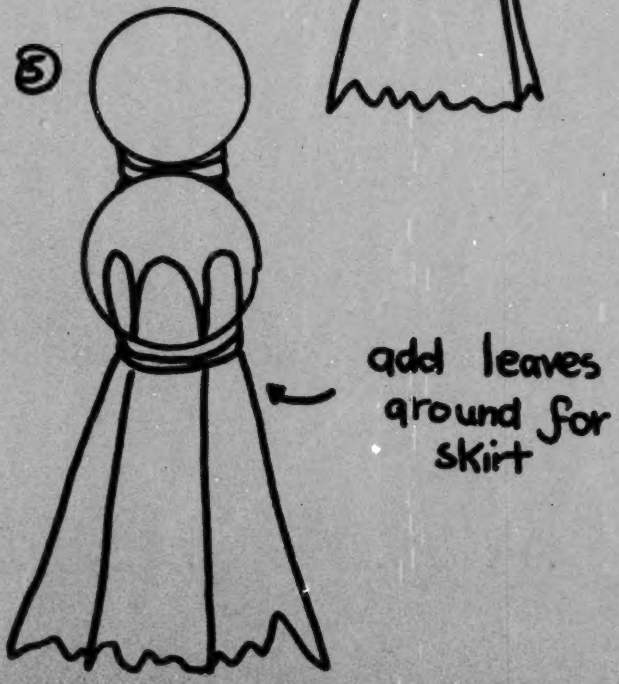

Rubber
Band

③

④


rubber
bands
rolled
balls

⑤


add leaves
around for
skirt

THEME: Horizon

SUBJECT AREA: Art

GRADE LEVEL: 1, 2

NAME OF ACTIVITY: Embroidery - Stitchery

TYPE OF ACTIVITY: Stitching a Picture

OBJECTIVE: Children will become familiar with two or more embroidery stitches.

BACKGROUND INFORMATION:

Needlework was important in colonial times as a necessary skill in making clothing.

Fancy or decorative stitching known as embroidery was widely used in Europe. Colonists brought the skill with them. When time permitted, clothing and household articles were decorated with embroidery.

MATERIALS:

Bogus paper (12" x 18")
Needles
Rug yarn
Masking tape

PROCEDURE:

1. Show examples of colonial embroidery.
2. Discuss how they were made.
3. Review stitches - check needlecraft books in library.
   - A. Running stitch
   - B. Cross stitch
   - C. Star stitch
   - D. Back stitch
4. Draw picture on bogus paper.
5. Stitch on picture. Use masking tape on wrong side to begin and end, instead of knots.

VARIATIONS:

Grade 2 can make this into a decorative pillow. Place another 12" x 18" piece of bogus paper in back of the finished picture. Stitch together on three sides. Stuff in between with two double folds of newspaper torn in quarters. Stitch fourth side closed.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Indian Plaque

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will create and display an art object as a concluding activity for an Indian unit.

BACKGROUND INFORMATION:

Ask media center for information on local Indian tribes during the revolutionary period.

MATERIALS:

Heavy paper
Styrofoam balls
Yarn
Styrofoam meat trays

PROCEDURE:

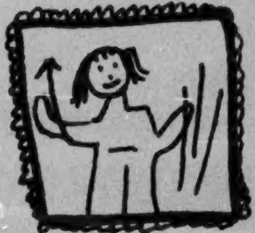
Cut the body of the Indian from heavy paper.

Push a styrofoam ball on the neck for the head.

Paint the body with brown tempera and add fringes to the clothes (cut from a brown paper bag).

Finishing touches - yarn for the hair, dark red paint for the head and hands and anything else your children can think of.

Glue the Indian inside a styrofoam meat tray. Add a yarn border and glue a yarn loop to the back for a hanger.



THEME: Festival

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Seeds for Fun

TYPE OF ACTIVITY: Art projects

OBJECTIVE: Children will create pictures using seeds.

BACKGROUND INFORMATION:

Many seeds are easily available in our environment. In colonial times, vegetable and flower seeds were kept to plant the following spring. Today we buy seeds for planting and the seeds from our gardens and fields can be used for fun.

MATERIALS:

Paste
Boxes
Paper
Paint brushes
Paint
Varnish
Drying racks
A variety of seeds

PROCEDURE: The time varies with the complexity of projects.

1. Make simple mosiac pictures with various seeds.
    A. Use Elmers glue on sturdy paper to paint a design or cover area for seeds.
    B. Seeds may be dyed. (Food coloring works on pumpkin seeds!)

2. Cover various size boxes or containers with different seeds.
    A. Use Elmers glue and paint a portion of the box at a time.
    B. Make designs with seeds.
    C. Paint or varnish the container.

3. Make necklaces with seeds.
    A. Choose soft seeds, heavy duty thread, and thick needle.
    B. Decide on design and paint or varnish.

VARIATIONS AND MODIFICATIONS:

1. Use seeds to count and show one to one correspondence.

2. Classify seeds by size, colors, and shapes.

THEME: Heritage, Festival

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Friendship Square

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will participate in a long range project.

BACKGROUND INFORMATION:

American applique is a unique native folk art. There is nothing like it anywhere else. The original appliques were made of muslin backing and scraps of cloth. These cloths were either scraps of very expensive material smuggled in from India or scraps from old clothing. Many of the original quilts were repeat patterns of floral designs. The more interesting quilts were original designs called "Friendship Medleys", "Freedom Quilts", and "Album Quilts". The "Friendship Quilts" were appliqued blocks put together at the traditional Engagement Quilting party. The blocks were brought by the engaged girl's friends and fashioned into a quilt during an afternoon Quilting Bee. "Freedom Quilts" were made to celebrate a young man's coming of age. The "Album Quilts" were family records and the blocks were made by individual members of the family to commemorate occasions or interests of the artist. "Friendship Quilts" were made by neighbors for families going west or in distress. The neighbors each worked a piece of the quilt and then got together to finish it.

The difference between pieced quilts and appliqued quilts is that pieced quilt blocks consist of pieces put together to form the block--appliqued blocks have a solid square of material with the design sewn on top.

MATERIALS:

Old white sheets
Large embroidery needles
Rug yarn
Black laundry pen

PROCEDURE: (suggested time allotment - 3 months)

1. Cut sheets into 12" x 12" squares.

2. Children may dye them using natural dyes or leave them white.

3. Trace the child's handprint with black pen. Have the child print his name under the hand.

PROCEDURE: (Cont'd.)

4. Children using needle and yarn will stitch around the prints using the running stitch. Each child may make several squares or many as an ongoing project.
5. The finished squares can be used the following year to make a quilt for each child.
6. A class quilt can be made.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: "Ships a Sail"

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will identify with their past and develop a sense of excitement concerning their natural heritage.

BACKGROUND INFORMATION:

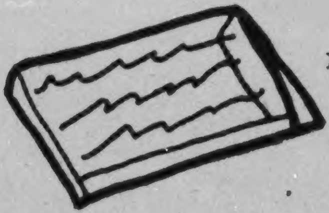
Go to media center and secure information on early water transportation.

MATERIALS:

Flat cake pan
Clay
Construction paper
Popsicle sticks
Walnut shells

PROCEDURE:

1. Construct an ocean scene with "ships a sail" by using a large flat cake pan to hold water, islands made of clay, construction paper and popsicle stick trees, shells and paper ships.



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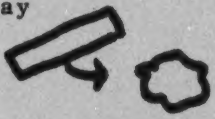
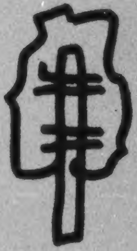


2 Clay



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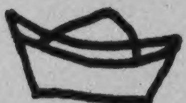


4

VARIATIONS:

1. Each child may construct his own diorama by using tinfoil pie tins in making ships using walnut shells for bases and bond typing paper for sails.

THEME: Heritage

SUBJECT AREA: Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Cup and Button

TYPE OF ACTIVITY: Project

OBJECTIVE: Children will construct and use a toy of the colonial period.

BACKGROUND INFORMATION:

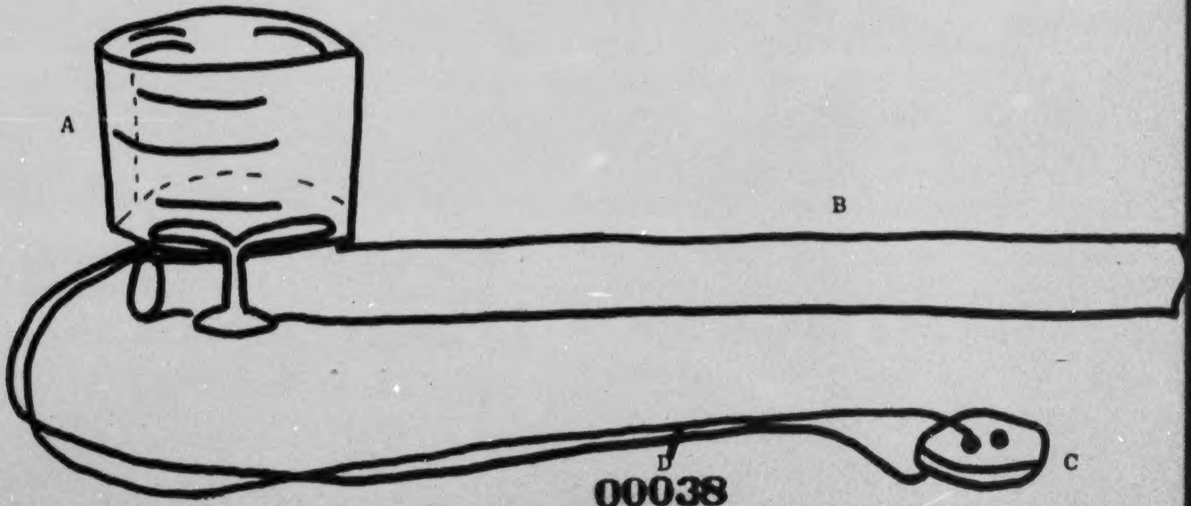
This has been popular in many cultures throughout the world and is a good test of dexterity.

MATERIALS:

One 3-Oz. bathroom cup
One long plastic straw
One small piece of cork or button
One piece of thin yarn or heavy string
One paper fastener
Glue, white

PROCEDURE:

1. Put hole in straw with scissors or ice pick.
2. Put paper fastener through straw, then through cup and open paper fastener.
3. Tie button to end of yarn or string.
4. Tie string to paper fastener between cup and straw.
5. Try to swing button up and around into cup.



THEME: Heritage
SUBJECT AREA: Language Arts
GRADE LEVEL: K-2

NAME OF ACTIVITY: Mother Goose

TYPE OF ACTIVITY: Oral Language

OBJECTIVE: Children will become familiar with some Mother Goose rhymes.

BACKGROUND INFORMATION:

Whether or not a real Mother Goose ever existed remains a mystery. Her real name is supposed to have been Elizabeth Vergoose. In 1719, her son, Thomas Fleet, was supposed to have published the songs and rhymes she sang to her grandchildren.

Mother Goose was probably not a real person. The name "Mother Goose" is the direct translation from the French Mere l'Oye. Frenchman Charles Perrault published eight tales but no rhymes in 1697. It included such tales as "Sleeping Beauty", "Cinderella", "Puss and Boots", "Tom Thumb" and "Blue Beard". Perrault did not invent these stories, he only collected them. They were already popular in his time.

In 1760 John Newberg translated Perrault's tales, added 52 rhymes, and illustrated "Mother Goose's Melody" with woodcuts.

Many people have studied the history of these old familiar nursery rhymes. "Sing a song of sixpence" is found in a play written in Shakespeare's time. "Jack Spratt" was a very fat churchman. "Little Bo-Peep" was an old, old children's game in which one child shuts her eyes and others hide from her. "Little Jack Horner", according to some, was an Englishman who secured a rich estate (the plum) from the church in the time of Henry VIII. "Old King Cole" was a legendary British prince in the old Roman days. Each of the jingles seems to have its own history.

MATERIALS AND RESOURCES:

Thomas, The Real Persons Behind Mother Goose
World Book Encyclopedia, Vol. M
Compton's Pictured Encyclopedia

Tagboard
Construction paper (red and your choice)
Paste
Crayons
Paper fasteners (brads)

PROCEDURE:

1. Select and read rhymes and stories to children.

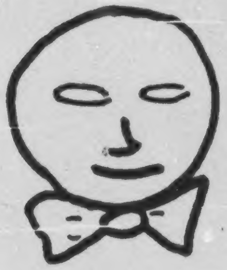
2. Children may memorize and recite certain rhymes.

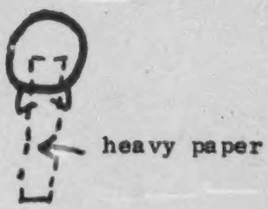
3. Discuss the origin of the rhymes and stories.

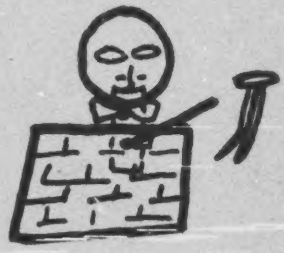
4. Children may dramatize the rhymes and stories.

5. Allow children to draw their versions of the characters. Compare to original drawings or drawings in books.

6. Make cardboard cut-outs of the rhymes, for example:
   A. Cut a humpty-dumpty from colored construction paper.
   B. Glue humpty-dumpty to a long sheet of heavy paper.
   C. Cut out a red square for the wall, draw in bricks.
   D. Attach rectangular heavy paper (to which the head has been glued) to the wall with a paper brad. You have made an action toy.







   E. Recite poem and make humpty-dumpty fall down.

VARIATIONS:

1. Show movies of Mother Goose stories.

2. Show some original drawings of the characters and modern versions (films or pictures).

3. Have children create original rhymes.

4. Use records or tapes of Mother Goose rhymes.

THEME: Heritage

SUBJECT AREA: Language Arts

GRADE LEVEL: K-2

NAME OF ACTIVITY: The Chores of Children in 1776

TYPE OF ACTIVITY: Dramatization, Role-playing

OBJECTIVE:

1. To experience the chores children performed in 1776.
2. To analyze the necessity for such chores and compare them with today's tasks.

BACKGROUND INFORMATION:

With no modern conveniences, it was imperative that everyone in the family help to complete the tasks needed for everyday living. Boys and girls shared the household work of sowing and weeding, hoeing corn, making brooms, scouring and scrubbing.

In the summer, boys chopped wood to be used in winter fires, and boys and girls alike fed the pigs, watered the horses, picked berries, nuts and fruit for winter usage, weeded the garden and gathered vegetables.

In the winter, boys built the fires before breakfast, sometimes having to shovel a tunnel through the snow to reach the woodpile, fed and watered the livestock, hemmed towels and knit mittens and suspenders. In winter and summer, boys would fill the barrels with water for washday, often traveling two miles to the river and then breaking the ice to reach the water.

Girls helped in the fields and with the livestock, but they also helped their mothers from the time they could walk. Most of the steps in cloth-making were done by children who combed wool and flax, wound spools, and learned to spin. Many girls had pieced a quilt by age three. Girls also knit stockings and mittens, wove their own shoelaces, belts and ribbons, and learned patience and skill while embroidering their samplers. Girls helped tend the baby, bake bread, wash clothes, and prepare a family meal. (Life in Colonial America, Random House)

For further information, see local school media center.

MATERIALS AND RESOURCES:

No materials are needed for simple role-playing. If more involved dramatization is to be done, plan with children those materials needed.

PROCEDURE:

1. Discuss the chores children perform today and make a list of the same.
2. Lead to a discussion of 1776 chores and make a list. Compare the two lists.
3. Have children act out the various activities as listed. Give each child several different chores.
4. Guide them in their play as to distances, heaviness, aching muscles, and sore hands and feet.
5. Follow up with a discussion of the difficulties involved and how much easier children's work is today.
6. Draw pictures and write stories of the experience.

MODIFICATIONS AND VARIATIONS:

1. Plan a program built around the chores and pleasures of colonial children.
2. Use chores in a series of pantomimes.

THEME: Festival

SUBJECT AREA: Language Arts

GRADE LEVEL: K-2

NAME OF ACTIVITY: School Drama - Life in Colonial Days

TYPE OF ACTIVITY: Dramatization

OBJECTIVE: To participate in an event depicting life in Revolutionary times.

BACKGROUND INFORMATION:

Use the information given in other activities in this bulletin, and information gathered from local school libraries. There are many opportunities for giving a program such as Thanksgiving, Christmas, February, and May Day.

MATERIALS AND RESOURCES:

These will vary depending upon the dramatization chosen.

For further information, see local school media centers.

PROCEDURE:

1. For whatever time is chosen for the play, determine whether a purchased play will be used or whether a committee of children or teachers will write an original play.
2. If an original play is to be written by the students, give guidance as to ease of movement, props, costumes, and dialogue. Rely heavily on research of that period.
3. Once the play is written, choose the cast and crew carefully through try-outs.
4. Rehearse well, even if the production is written by the students for a quick showing.
5. Publicize the play whether given for the school population, P.T.A., or community.
6. Give the performance and evaluate it with the students following the performance in preparation for another program if so desired.

MODIFICATIONS AND VARIATIONS:

1. Make this an all school activity with each grade or room contributing a short scenario.

THEME: Festival

SUBJECT AREA: Lanuguage Arts

GRADE LEVEL: K-2

NAME OF ACTIVITY: Exhibit of Classroom Items of Colonial America

TYPE OF ACTIVITY: Exhibit or Display

OBJECTIVE: To share the products of class study with others.

BACKGROUND INFORMATION:

Everyone enjoys showing the efforts of their labor for others to enjoy.

MATERIALS AND RESOURCES:

Articles made in class
Display tables and bulletin boards
Any real items that parents, etc. can lend, as slates, samplers, spinning wheel, etc.

PROCEDURE:

1. Have each class or group of children write a description and background of the items offered for display.

2. Plan a committee to help set up and clean up the display. Be sure to include a committee to cover tables and boards with background.

3. Invite other classes to view the display.

MODIFICATIONS AND VARIATIONS:

1. Use this as a school-wide activity.

2. Produce the exhibit for a P.T.A. or community function.

THEME: Heritage, Horizons

SUBJECT AREA: Language Arts

GRADE LEVEL: K-2

NAME OF ACTIVITY: Hornbook

TYPE OF ACTIVITY: Reading Project

OBJECTIVE: 1. To create a hornbook.

2. To analyze the composition of the hornbook and compare it with today's books.

3. To experience reading and writing using the hornbook as a guide.

BACKGROUND INFORMATION:

A hornbook was not really a book at all. It was a piece of wood about six inches wide and nine inches long, with a wooden handle. The name hornbook came from the thin sheet of transparent horn which protected the printed paper and was fastened down with a strip of brass and small nails. Underneath the horn was a single sheet of paper with the letters of the alphabet carefully written, some of the syllables used in spelling, and the Lord's Prayer.

In the Dutch colonies, a manufacturer invented cooky molds of heavy wood in the shape of hornbooks and these gave added incentive to learning, as the reward was the book itself. In wealthy city homes, a rare gift to a daughter was a dainty hornbook of carved ivory or silver.

For many colonial boys, education consisted of merely being able to read and write the alphabet, the syllables, and the Lord's Prayer. The hornbook was the basic educational tool, for paper was scarce and books, few. For those who did go on, they graduated from the Hornbook to the New England Primer containing Puritan doctrine, and thence to the Bible itself. (Growing Up in Colonial America, Sterling, and Life in Colonial America, Random House)

For further information, see local school bibliographies.

MATERIALS AND RESOURCES:

Cardboard or oaktag
Newsprint
Scissors
Ruler

MATERIALS AND RESOURCES: (Cont'd.)

- Paste
- Pencils
- Clear Contact
- Pictures of hornbooks
- Sample, if available

PROCEDURE:

1. Discuss the books we use today and introduce the hornbook of colonial days. Examine samples or pictures and use the background information.

2. Determine whether children will make hornbooks as a total class or at a learning center.

3. Cut cardboard or oaktag six inches wide by nine inches long, and attach or cut as a part of the base, a handle one inch wide by five inches long.

4. Cut newsprint five inches wide by eight inches long and glue to base.

5. Carefully write the alphabet, or as many letters as the child can, on the newsprint.

6. Cover the "book" with clear contact cut six inches wide by nine inches long.

7. Use the finished product in a reading and writing lesson.

MODIFICATIONS AND VARIATIONS:

1. Use wood scraps from the lumber yard as a base for the book.

2. Make a gingerbread hornbook using cookie toppings for the alphabet.

3. Use this as a springboard to a study of caring for our books, and the necessity to conserve our resources. (We have very much the same problem as the colonists did with lack of paper.)

4. Use as motivation for the study of the one-room school. Two articles on current one-room schools are to be found in Yankee magazine, October, 1973 issue and April, 1972 issue.

5. Compare the uses of the hornbook with the controlled reader, tape recorder, and television as a means of learning to read.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making Candles

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To create a source of light used in Colonial times.

BACKGROUND INFORMATION:

A great iron pot on the crane was hung in the fireplace. Into it went many pounds of beef fat and mutton fat. The children sat nearby and swung the kettle slowly over the hot coals.

While the fat was melting into tallow, many other preparations were made. Two chairs were set back-to-back at a distance from each other. Across them laid two poles. The children were busy tying wick strings called candle rods. They cut the wick strings twice the length of a candle, twisted them double, and hung them several inches apart on the rods. Mother lifted the pot of melted tallow from the fire and set it on the floor.

Dip, dip, went each set of wicks into the kettle. A wooden tray lay underneath the poles to catch tallow from the dripping wicks. When the last candle rod was set across the poles, the first wicks were cool enough to be dipped again. They were dipped again and again until all the candles were proper size. (Colonial America, Fideler)

MATERIALS AND RESOURCES:

Paraffin
String
Small orange cans
Pencil
Paper clips

PROCEDURE:

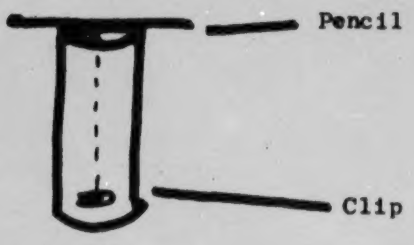
1. Put paraffin in a large, empty coffee can that has been placed in a heavy pot containing boiling water.
2. When the paraffin begins to melt, add shaved crayons in whatever color you choose.

PROCEDURE: (Cont'd.)

3. Stir occasionally. (Use orange juice cans that are cardboard and can be cut away when you're ready to get the candle out.)

4. Cut pieces of thick string approximately the depth of the container.

5. Fasten one end to a paper clip and the other end to the middle of a pencil that is placed across the top of the carton.



6. Pour paraffin mixture into the orange juice can.

7. Remove string from pencil and cut it off at the desired length for the wick.

8. Put container in the refrigerator. When paraffin has hardened, remove the carton from around the candle.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making Soap

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To participate in a simple method of producing a bar of soap.

BACKGROUND INFORMATION:

Soapmaking was usually done in the spring. Colonial housewives saved waste grease and bits of fat during the winter months.

Another important ingredient was lye. This was obtained by the following method. First, the housewife went to the well and drew several buckets of water. While the water was getting hot, she placed a wooden barrel on two large wooden blocks in the yard. Then she put a pail under the small hole in the bottom of this barrel. After filling the barrel with layers of wood ashes and straw, she poured boiling water into it from time to time. The tea-colored liquid that dripped slowly into the pail was lye.

When all the lye was ready, a blazing fire was built under the great black soap kettle, outside of the house. The mixture of fat and lye was boiled for several hours. The jellylike mass in the kettle was then left to cool and harden. It was then taken from the kettle and cut into squares. (Colonial America, Fideler)

MATERIALS AND RESOURCES:

Bar soap remnants

PROCEDURE:

Early Americans had to make their own soap. They used many ingredients that are a little too dangerous for us to use so we are going to make soap differently.

1. Melt a large number of soap bar remnants and soapflakes till you have a mushy mixture.
2. Let the children squish and squash and mold their own soap bars.
3. Let the bars dry.

Children will enjoy washing doll dishes and doll clothes as well as themselves.

THEME: Heritage/Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Trees in our Nation's History

TYPE OF ACTIVITY: Identification of Trees

OBJECTIVES: To identify specific trees from our Nation's History.

To collect and plant seeds from old trees.

To visit places having historic and new trees.

BACKGROUND INFORMATION:

The American Forest Institute has selected six trees--the common apple, the white oak, the white pine, the eastern hemlock, the live oak, and the Douglas fir--to demonstrate the importance of the forest in our Nation's development. Each tree has held a significant place in American history.

MATERIALS AND RESOURCES:

Have a forest ranger visit the room.

Visit an area close by to identify special trees.

Use encyclopedias as reference guide or other books from the school media center.

PROCEDURE:

1. Have a ranger tell what famous trees in our history are still standing.
    A. What trees are commonly found in our area.
    B. Discuss how to tell the age of trees.

2. Use ecology and conservation as themes for bulletin boards.
    A. Discuss how pollution and fire destroy trees.
    B. Set up a learning center of historic trees, noting and matching special features of these trees. For example: size, color, shape, foliage.

3. Give special attention to those trees the ARBC has selected for official recognition.

PROCEDURE: (Cont'd.)

4. Identify trees in our area.

5. Make a leaf chart from leaves collected by children.

VARIATIONS AND MODIFICATIONS:

1. Take a field trip to some of Maryland's 25 State Parks.
   - A. Gunpowder State Park - only 17 miles from Baltimore.
   - B. Deep Creek Lake State Park.
   - C. Cedarville State Park and Forest - old winter home of Piscataway Indians.
   - D. Swallow Falls State Park - hiking trails, waterfalls on the Youghiogheny River.
   - E. Wye Oak State Park - features 400 year old tree.
   - F. Fort Frederick - quarters for soldiers in colonial days, museum of farm equipment.

2. Use and make maps to chart trips.

3. Take a science walk to collect different kinds of leaves (be sure that children collect only a few leaves from each tree).
   - A. Sort leaves as to shape.
   - B. Identify the leaves using pictures from a Field Guide for Trees or similar reference.
   - C. Preserve leaves by placing between waxed paper and ironing.
   - D. Collect seeds from trees and label.

THEME: Heritage/Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making Kites

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To make a kite.

BACKGROUND INFORMATION:

(Early American Life, April, 1974: American Folk Toys) Never use metal wire for a string and never fly with a wet string because both of these will conduct electricity. The danger can come either from flying during a lightning storm or from striking power transmission lines. If the kite becomes caught on electric wires, do not try to get it down. In 1752, Benjamin Franklin did use wire for his kite string in the classic experiment which demonstrated the electric nature of lightning but he might well have been killed in the process.

MATERIALS AND RESOURCES:

1. Silk handkerchief or sheer synthetics, but not too sheer or it will not hold the wind to fly. It should be thirty inches square.

2. Two sticks of cedar or fir, each long enough to reach the diagonal extremities of the scarf or handkerchief and about 1/8" by 3/8" in minimum cross section.

3. String should be good, strong cord for joining the corners of the frame and for flying the kite. Franklin probably used hempen cord.

4. Thread to sew the scarf to the frame.

5. Cotton cloth torn into strips an inch wide and two feet long for the tail.

6. Glue should be flexible and quick drying.

7. Scissors, needle, yardstick, penknife or small saw (a broken hacksaw blade will do).

PROCEDURE:

1. Use cord and glue to lash sticks at center, so that they are square at the center, and it will not slip.

PROCEDURE: (Cont'd.)

2. Frame the cross sticks with cord. Saw a slot about a quarter inch deep in the ends of sticks. Tie a knot three inches from the end of cord. Insert the cord in slot, pull the knot up to the slot, continue the line to the next stick or corner of the frame. Pass the cord through the slot and wrap it around the stick twice to prevent splitting. Bring cord back through the slot and continue to next slot. Tie to original end. Glue each corner. Make sure frame remains square by having a helper hold the sticks as you work.

3. The frame completed, sew the silk scarf to the string frame. Use an overhand stitch and be sure the stitches are close to the string as possible.

4. The bridle consists of two strings. Tie one string to opposite ends of one of the cross-sticks. The length of this bridle string should be equal to twice the length of the side. Set the other bridle string in from the ends of the cross-stick at approximately one-third the distance to the center. Balance is achieved by adjusting the bridle as you tie it with the flying string so that the kite hangs at a twenty degree angle to the floor.

5. Construct a tail by tying lengths of cotton rag together. The length, as mentioned above, can be shortened later if necessary, but it is best to start with a tail that is too long than one that is too short.

6. Fly the kite.

Making Ben Franklin's famous kite: see next page.

VARIATIONS:

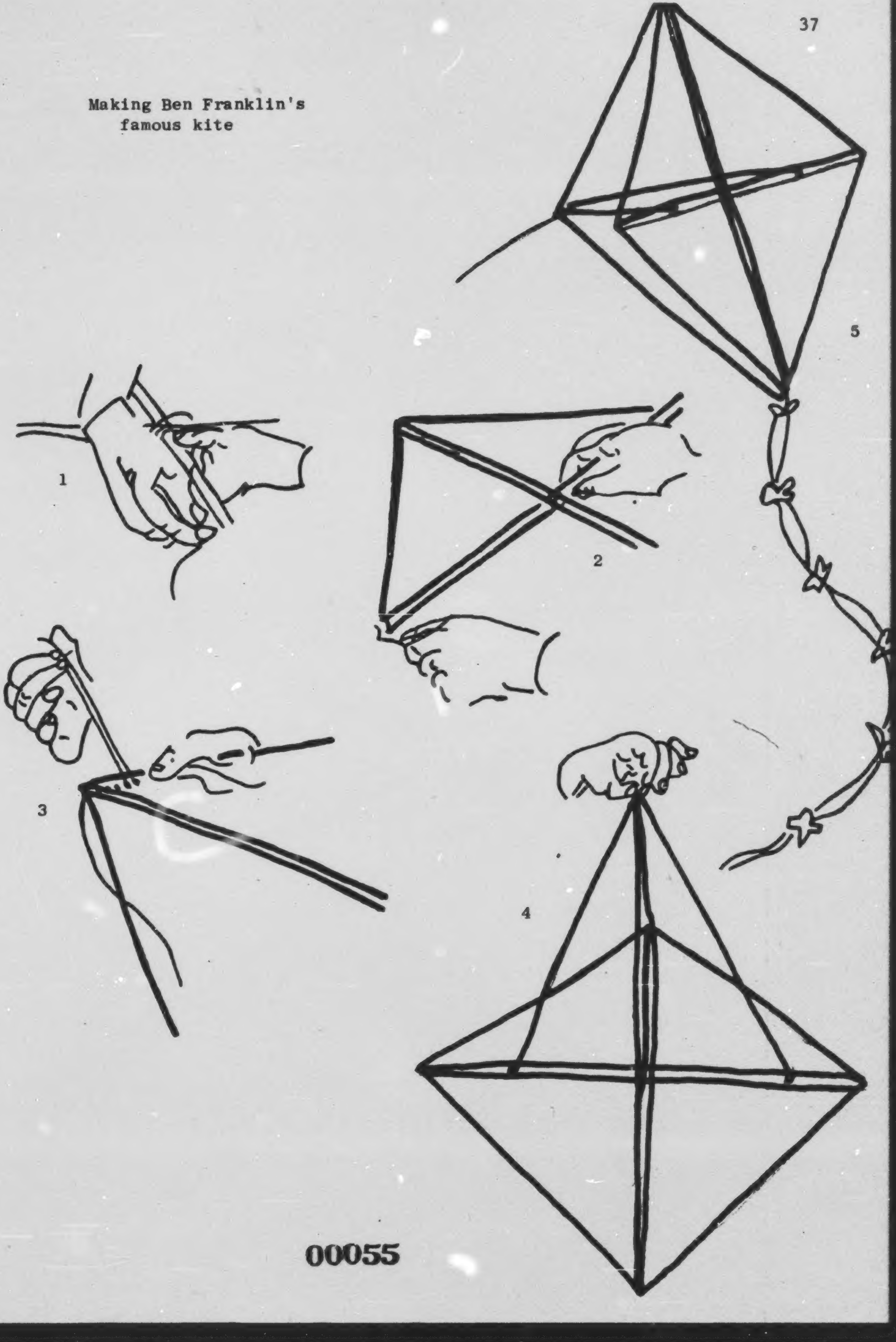
1. Duels may be fought in the air between two kites.

2. It's fun and challenging to see how much string can be run up.

3. Kites may be of many types, but usually fall into two categories.
   A. The conventional kite, rhombus-shaped, is based on two crossed wooden sticks.
   B. The box kite, which is more elaborate, has several lift surfaces.
   C. A tail string with several rags tied on at intervals as ballast may be necessary for stability if the kite tends to dive toward the ground.

4. Discuss what keeps the kite in the air.

Making Ben Franklin's famous kite



THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making Natural Dye

TYPE OF ACTIVITY: Experiment

OBJECTIVE: Children will experiment with vegetables and fruits to produce dyes for coloring fabrics.

BACKGROUND INFORMATION:

The early settlers in America not only had to spin their own thread on a spinning wheel and then weave their own cloth on a loom, but they had to make dyes from things around them to give color to their clothing. We can make dyes from berries, plants and the bark of trees.

Here are some ways to make dyes:

Berries - Cherries and strawberries yield a pink-red dye when they are boiled in water and then mashed. Blueberries give a blue color if you boil them and then mash the pulp.

Beets - Grind raw beets in a food chopper or blender. Mash the pulp. Strain off the liquid and you will have a pink dye.

Purple grapes make purple dye. Or use unsweetened grape juice in a bowl.

Onions - Take the dry brown skins off the outside of a big bunch of onions. Soak them in hot water overnight. Draw off the liquid and you will have a yellow dye.

Nuts - The hard outside husks of black walnuts and horse chestnuts (not the shell, the hard covering of the shell) will make a brown dye when boiled for half an hour.

Spinach - Grind fresh spinach in a food grinder. Add a little water. Squeeze out the pulp carefully and you will have a green dye.

Dandelions - The roots of dandelions give a reddish-violet dye when boiled in water.

Bark - The bark of sassafras, birch, ash, and willow trees makes dye when boiled in water. Stripping bark from a living tree can harm a tree, so this should only be done when you can find bark from fallen trees.

PROCEDURE:

To dye a piece of cloth.

1. Make the dye.
2. Put the dye in a large bowl.
3. Wet the cloth you want to dye with warm water. (The cloth should be white.)
4. Place wet cloth in bowl of dye and stir it around.
5. The cloth should stay in the dye 15 minutes.
6. Squeeze the liquid out of the fabric and hang it up to dry.

VARIATIONS:

1. After the children make pioneer shirts, they can dye them.
2. Children can dye their quilting square before applying their handprints.
3. Let children choose a substance to use for dye and discover the color as they work.
4. Discuss why the color is different after the cloth dries.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Apple Brown Betty

TYPE OF ACTIVITY: Experiment in Cooking

OBJECTIVE: To expose the children to colonial cooking.

To participate in the making of colonial foods.

BACKGROUND INFORMATION:

This recipe was used in colonial times.

MATERIALS AND RESOURCES:

½ cup melted butter
3 cups bread crumbs
8 apples
1 Tsp. cinnamon
3/4 cup brown sugar
1 Tblsp. molasses

PROCEDURE:

1. Put the bread crumbs in a mixing bowl. Pour in the melted butter. Mix carefully with a fork.
2. Peel the apples. Slice them thinly.
3. Mix the sugar and cinnamon in a small bowl.
4. Grease a baking dish. Spread some of the crumb mixture over the bottom of the dish.
5. Place half of the apples over the crumb mixture to make a layer of apple slices.
6. Sprinkle half of the sugar-cinnamon mixture on the apple slices and some of the crumb mixture on top of that.
7. Then make another layer of apples with the remaining apple slices and use the rest of the sugar mixture on top of that. Finish it off by sprinkling on the rest of the bread crumbs.
8. Put ½ cup water into a mixing bowl. Add 1 Tblsp. molasses and stir. Pour this syrup over the whole top of the Apple Brown Betty.

PROCEDURE: (Cont'd.)

9. Cover the dish. Bake for 45 minutes at 325°. Remove the cover for the last 15 minutes of baking time so that the top will brown nicely.

10. Let each child eat a portion.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Corn Bread

TYPE OF ACTIVITY: Experiment in Cooking

OBJECTIVE: To participate in the making of corn bread.

BACKGROUND INFORMATION:

This recipe was a favorite in colonial times.

MATERIALS AND RESOURCES:

1½ cups sifted flour
3 Tsp. baking powder
½ Tsp. salt
¼ cup sugar
1 cup corn meal
1 egg, beaten
1 cup milk
½ cup butter, melted

PROCEDURE:

1. Combine sifted flour with baking powder, salt, and sugar.
2. Sift again.
3. Add the corn meal, mix.
4. Add the beaten egg and milk.
5. Mix until well blended.
6. Pour in the melted butter, blend.
7. Pour into a greased baking pan.
8. Bake at 400° for 25 minutes.
9. Divide the corn bread so that each child can taste it.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Indian Pudding

TYPE OF ACTIVITY: Experiment in Cooking

OBJECTIVE: To participate in the making of Indian Pudding.

BACKGROUND INFORMATION:

This recipe originated with the early settlers.

MATERIALS AND RESOURCES:

¼ cup corn meal
4-2/3 cups milk
½ stick butter
1 cup molasses
½ Tsp. cinnamon
2 eggs

PROCEDURE: (Time: One hour to bake)

1. Measure 1 cup of milk. Mix it with the corn meal. Set it aside.

2. Measure 3 cups of milk and pour into the top of a double boiler (having hot water in the bottom pot). Stir in the corn meal and milk. Cook for 25 minutes and stir until smooth.

3. Add molasses, butter and cinnamon.

4. Beat the eggs and add them to the mixture. Pour it all into a deep, buttered baking dish.

5. Pour the remaining milk on the top and bake for one hour in a 350° oven.

6. Let each child have a taste.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Sweet Potato Pie

TYPE OF ACTIVITY: Experiment in Cooking

OBJECTIVE: To participate in the making of Sweet Potato Pie, a colonial dish.

BACKGROUND INFORMATION:

This recipe was a colonial favorite. The following version has modern innovations.

MATERIALS AND RESOURCES:

3 large sweet potatoes
3/4 stick butter
1½ cups brown sugar
1 egg
2/3 cup evaporated milk
¼ Tsp. cinnamon
½ Tsp. nutmeg
1 Tsp. vanilla
1 graham cracker crust

PROCEDURE:

1. Take three large sweet potatoes. Peel, dice and rinse in cool water.

2. Boil potatoes over medium heat for 30 minutes or until tender.

3. Remove from heat and drain water. Add 3/4 stick of butter and mash well.

4. Add 1½ cups of brown sugar, 2/3 cup of evaporated milk (or sweet milk), 1 egg, ¼ Tsp. of cinnamon, ½ Tsp. of nutmeg and 1 Tsp. of vanilla.

5. Mix well and pour into graham cracker pie crust.

6. Bake at 375° for 40 minutes. Cool for 30 minutes. Slice and serve.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making Butter

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To participate in the making of butter.

BACKGROUND INFORMATION:

In the early years, every family made its own butter. Most families had a cow or bought milk from another family.

MATERIALS AND RESOURCES:

Baby food jars with lids
Sieve (fine mesh)
Bowl
Rubber scrapers
Salt
3 pints of heavy cream

PROCEDURE:

1. Pour cream into baby food jars, making them about a third to half full.
2. Close tightly. Shake until butter forms.
3. Separate it from the whey or liquid by pouring it into a sieve. Use a rubber scraper to pat the butter in the sieve into a mass.
4. Add salt to some of the butter and leave some without salt.
5. Spread on toast or crackers for a taste.

THEME: Heritage, Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Ice Cream Making

TYPE OF ACTIVITY: Experiment

OBJECTIVE: 1. To share in making ice cream.

2. To explain the process of making ice cream now and in colonial days.

3. To discuss the background of ice cream making.

BACKGROUND INFORMATION:

Ice cream has been around a long time. Water ices were popular in China at least a thousand years before Christ. The first appearance of ice cream in America is unknown. It probably was brought to this country by settlers from Italy, France, and England. The first recorded evidence of ice cream in America was a diary entry of a dinner guest of Governor William Bladen of Maryland in 1700. Governor Bladen served it as part of a large banquet.

George Washington was very fond of ice cream, running up a tab of about two hundred dollars at an ice cream parlor in New York in 1790. Among his possessions was found two pewter ice cream pots, and evidence that he had purchased a "cream machine for making ice." He also developed an eighteen step recipe for ice cream.

Thomas Jefferson often served ice cream to his guests at the White House, being responsible for the present-day French ice cream. He brought the recipe from France, together with several hundred vanilla beans.

Dolly Madison and Mrs. Alexander Hamilton also served ice cream to guests, and in 1774, Philip Lenzi opened the first shop to sell ice cream commercially.

In 1794, after defeating the Indians in the Battle of Fallen Timbers, General Wayne and his officers took only enough time to wash-up before sitting down to a dinner which included ice cream.

Ice cream was mainly a dish for the wealthy, as ice was difficult to come by and it was difficult to make at any time. The method was called the pot freezer method which was an awkward process of vigorously beating the ice cream mixture in a pot at the same time that the pot was shaken up and down in a large pan of salt and ice. (The Great American Ice Cream Book, Atheneum, and The Complete Book of Homemade Ice Cream, Saturday Review Press)

BACKGROUND INFORMATION: (Cont'd.)

Even though ice cream was primarily for the wealthy, Eliza Smith's, The Complete Housewife, 1727, included a recipe for pistachio ice cream with directions to beat the nuts fine, boil them in cream, add spinach juice to enhance the color, thicken with eggs, sweeten to taste, pour into basins, and set by until cold. (Great Old Time Recipes, Ballantine)

MATERIALS AND RESOURCES:

Crank-style or Electric Ice Cream Freezer
Rock Salt
Ice
Ingredients as per recipe

Following are two recipes which can be used with today's freezers.

Pure Ice Cream

Genuine ice cream is made of the pure sweet cream in this proportion: two quarts cream, one pound of sugar; beat, add vanilla flavoring, and freeze. (Great Old Time Recipes)

Country Vanilla Ice Cream

4 eggs, beaten in a large bowl
2¼ cups sugar
½ Tsp. salt
5 cups cold milk
4 cups cold heavy cream
5 Tsps. vanilla

Add sugar to the beaten eggs gradually. Beat until the mixture is stiff and thoroughly mixed. Add milk, cream, and vanilla. Mix thoroughly and pour into a gallon freezer. After freezing, pack in ice and salt and let stand for several hours. (Butt'ry Shelf Cookbook, World)

PROCEDURE:

1. Discuss everyone's favorite, ice cream. Have the children contribute what they know of ice cream and how it is made, listing the ingredients they offer. Refer to the background information for further insight into colonial ice cream.

2. Choose the recipe most feasible for your class, or one of your own. Gather the ingredients needed.

3. Follow the directions for freezing which come with the ice cream freezer.

4. Remember to have the children share in making the mixture and in cranking if a crank-type freezer is used.

5. Enjoy your experiment.

PROCEDURE: (Cont'd.)

6. Write an experience story about your experiment.
7. Visit a modern dairy where ice cream is made.

VARIATIONS AND MODIFICATIONS:

1. Make the ice cream in the winter and use snow instead of ice.
2. Use Eliza Smith's directions for freezing or try the pot freezer method to see the differences. Some cookbooks today have recipes with directions to freeze the ice cream in ice cube trays in the freezer part of the refrigerator.
3. Visit a dairy first, then suggest making ice cream the "old-fashioned" way.

THEME: Heritage, Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Colonial Lighting: Candle Sconces

TYPE OF ACTIVITY: Project

OBJECTIVE: 1. To create an item of lighting used in Colonial America.

2. To evaluate and compare elements of lighting of colonial days with lighting today.

BACKGROUND INFORMATION:

Lighting in colonial days came from three major sources; the fireplace, the candle, or crude substitutes for candles which might be the rush light. Candles were luxuries, illuminating the drawing rooms of grand homes. Candlewood, fire lights, and grease lamps and log fires furnished light in kitchens and humble dwellings.

Candles were burned in candle-sticks, pierced tin lanterns which were covered candle-holders, sconces, wall brackets and chandeliers. Candle holders were made of wood, iron, tin, pewter, silver, brass, or pottery. (Early Lighting in New England, Tuttle)

For further information, see local school libraries.

MATERIALS AND RESOURCES:

Throw-away pie tins
Throw-away tart tins
Styrofoam
Aluminum foil
Cardboard
Elmer's Glue
Scissors
Nails
Hammer
Pictures of sconces
Sample sconces

PROCEDURE:

1. Introduce the activity with a discussion of light sources of colonial times and fill in with background information showing pictures and samples.

PROCEDURE: (Cont'd.)

2. Using a nail or other pointed instrument, emboss a design on one pie pan and one tart pan by pressing the nail into the tin. If so desired, a design could be embossed by hammering the nail lightly into the tin to create a design.

3. Cut a candle-sized hole in a two inch square of styrofoam, cover with aluminum foil except for bottom, and glue to the tart tin.

4. Cut a cardboard strip one inch by five inches and cover with aluminum foil. Glue one end to side of tart pan, and the other to the bottom of the pie pan, so that the pie pan serves as a shield for the candle.

5. Write a story of the experience.

VARIATIONS AND MODIFICATIONS:

1. Use cardboard covered with aluminum foil in the same manner described.

2. Make a lantern using construction paper pierced with a toothpick and shaped into a cylinder.

3. Use this activity as motivation for a study of lighting.

4. Use this activity as motivation for a study of the use and abuse of energy and its implications for the future.

THEME: Heritage, Horizon

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Dried and Dehydrated

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To experience the early forms of food preservation.

BACKGROUND INFORMATION:

Colonial people preserved fruit for the winter by drying. Dried fruit was soaked in water and used in pies throughout the winter. Colonial children ate dried fruit as winter snacks.

MATERIALS AND RESOURCES:

American Folk Toys by Dick Schnacke, G. P. Putnam's Sons, N.Y. 1973. p. 137

Cooking apple, medium
Medium peach
Medium pear
Lemon juice
Florist wire or any thin aluminum wire
Long cake pan

PROCEDURE:

1. Wash, peel, core, and slice fruit.
2. Put slices of fruit in cake pan and just cover slices with lemon juice. Soak for 15 minutes.
3. Each child gets so many slices and a length of wire. String the slices on the wire by piercing the thickest part of the fruit slices.
4. Hang lengths of wire vertically in the sunlight and warm air until all the moisture has evaporated and the slices are small and wrinkled.
5. Have the children taste the various dried fruits.

VARIATIONS AND MODIFICATIONS:

1. Use dried fruit in colonial display.

VARIATIONS AND MODIFICATIONS: (Cont'd.)

2. Soak and use in a recipe.

3. Compare the taste of dried fruit to fresh fruit.

4. Visit a supermarket to discover what fruits can be bought today in a dried form.

5. Make a list of fruits and vegetables that can be preserved by drying. Use this list for alphabetizing, word recognition, etc.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Pomander Balls

TYPE OF ACTIVITY: Experiment (individual or small group)

OBJECTIVE: Children will experience making a useful household item in the colonial manner. Children will compare the pomander ball to modern aerosol deodorizers and room scenters.

BACKGROUND INFORMATION:

In colonial times the pomander ball was used to sweeten the air, to ward off disease, and as a moth repellent.

MATERIALS AND RESOURCES:

One medium sized apple/child
1½ boxes whole cloves/child (regular size)
1 thimble/child
Nylon netting
Ribbon or yarn
Rubber bands

Simmons, Adelma, G., Herb Gardening in Five Seasons. Hawthorne Books, Inc. 1964.

Heriteau, Jacqueline, Potpourrie and Other Fragrant Delights. Simon & Schuster. 1973.

PROCEDURE:

1. Push cloves into the apple, using the thimble. Cloves should be pushed in as far as the flower part, and just touching all over the apple.

2. When the cloves are in the apple, allew them to dry where the air circulates freely for several days. The apple will shrink as it dries. Discuss the reason for shrinking with the class.

3. When partially dried, (the drying will continue for a long time and the cloves will become closer and closer together), allow each child to wrap the pomander ball in a 12" square of nylon net. Gather the net at the top and secure with a rubber band. Tie a bow with yarn or ribbon around the rubber band.

PROCEDURE: (Cont'd.)

4. Use as a gift for Christmas or Mother's Day.

VARIATIONS:

1. Use an orange instead of an apple.
2. Display in the room or other appropriate place.

THEME: Heritage

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Seeds in Our Heritage

TYPE OF ACTIVITY: Experiment and Project

OBJECTIVE: 1. Children will plant and grow seeds that were available in colonial times.

2. Children will compare the methods for securing seeds in colonial times with today.

BACKGROUND INFORMATION:

The colonists sent to England or their home country for domestic animals and seeds. With the seeds of wheat, barley, and clover and from the straw bedding of the animals came seeds of daisies, dandelions, and buttercups. These wild seeds multiplied quickly. The Indians gave the colonists seeds of corn and taught them their method of raising corn.

Seeds of flowers, herbs, grain, and vegetables were carefully saved from year to year and shared with neighbors. Great care was taken to preserve the seeds because there was no other source for securing seeds.

Some families today preserve seeds from flowers and vegetables that have been in their families for generations.

MATERIALS AND RESOURCES:

Seeds from home, if possible, or purchased
- Popcorn
- Wheat
- Rye
- Sunflowers
- Flowering plants
- Beets
- Corn
- Barley
- Various herbs

Milk cartons, popsicle sticks, paper labels
Soil (woods soil if possible), peat moss, etc.

Fox, *Gardening with Herbs for Flavor and Fragrance.*

PROCEDURE:

Invite a horticulturist or parent, with gardening as a hobby, to talk to the class about seeds, planting, and caring for plants.

1. Fill the milk cartons with soil.

2. Prepare a sunny ledge for the cartons.

3. Plant the seeds.

PROCEDURE: (Cont'd.)

4. Watch and tend them, noting when they germinate.

5. Keep a diary or experience story of the project. Build the child's vocabulary.

6. Note the seeds that might have been used in colonial times and those that are different.

7. Chart the use of the mature plants
   - A. Sunflower seeds to eat or feed the birds
   - B. Save seeds for future planting
   - C. Enjoy the flowers or give as gifts
   - D. Use grain for livestock, cereals, etc.

8. Discuss the importance of seeds in colonial times.

VARIATIONS:

1. Make a greenhouse (use plastic).

2. Visit a garden shop.

3. Research how seeds are developed today (hybrids).

4. Discuss what plants need for growth.

5. Discuss how pollution affects plant growth.

THEME: Heritage, Horizons

SUBJECT AREA: Science

GRADE LEVEL: K-2

NAME OF ACTIVITY: Colonial Herb or Flower Garden

TYPE OF ACTIVITY: Project

OBJECTIVE: 1. The children will plan and plant a garden.

2. The children will identify the steps necessary in preparing a garden.

3. The children will identify plants of colonial days and plants of the present.

4. The children will share in creating a beauty spot for others.

BACKGROUND INFORMATION:

Herbs were brought to America by the early settlers. When they came ashore, they found plants similar to those of Europe. They sent to England for the herbs they did not have. The uses for herbs and plants included old family remedies, flavoring, scenting and protecting linens, disguising the taste of old meat, and dying homespun fabrics.

Colonial housewives had to supervise or do their own growing and harvesting of herbs. They were forced to provide as best they could for food and medicine during the coming year. All through the growing season, as the fruits and vegetables ripened, everything that could be of any possible use was dried and preserved. Liquid extracts of herbs were made for medicine or flavor, bunches of herbs were tied to the rafters to dry. The dried leaves and flowers were mixed into potpourris or infused in vinegar. (Gardening with Herbs for Flavor and Fragrance, Dover.)

The following is a partial list of herbs and flowers known in Colonial America and which would be feasible for use in a small herb patch.

Perennial Herbs
Chives
Marjoram, sage
Thyme, mint, yarrow
Pennyroyal, rosemary

Perennial Flowers
Daffodils, violets
Lavender
Lily-of-the-valley, daisy
Tulips, hollyhock
Iris, gladioli, pansies

BACKGROUND INFORMATION: (Cont'd.)

There are many other perennial and annual herbs and flowers too numerous to mention here.

The better the soil is prepared, the stronger and healthier will be the plants. The ground should be spaded to a depth of from eighteen (18) inches to two feet, raked two or three times, and then finished off with patting and smoothing. When the ground is prepared in this way, the roots do not stay near the surface, but grow deep down where they almost always find some moisture.

Herbs require almost no care except for weeding and cultivating after a rain. (Gardening with Herbs, Dover)

Herb plants or seeds may be obtained at Carroll Gardens, Westminster, Maryland, or The Rosemary House, Mechanicsburg, Pennsylvania. Mail order sources for herbs are listed in the Brooklyn Botanical Gardens, Handbook on Herbs.

MATERIALS AND RESOURCES:

Chosen herbs or flowers
Gardening tools
Garden plot
Pictures of Herbs and Flowers

PROCEDURE:

1. Discuss the vegetables and flowers in the children's gardens at home and the various usages thereof. Lead to a discussion of the herbs and flowers and usages of Colonial America as per background information. Plan to plant a small garden to enhance school property.

2. Determine beforehand, with the administration, the size and location of the garden patch. An area three feet by five feet is ample for several plants of those listed in the background information. An area half that size will allow one plant of each species named to be planted.

3. Plan with the children the steps to be taken, such as preparing the soil, planting, and caring for the plants.

4. Set up committees for the division of labor. (Perhaps a few children who live near the school will be willing to care for the garden over the summer.) Proceed with the gardening.

5. Write experience stories for each step as you go.

MODIFICATIONS AND VARIATIONS:

1. Make this a school-wide project to beautify the grounds.
2. If a garden plot is not feasible, herbs can be grown in pots on classroom window sills or under flourescent lighting in the lobby.
3. Visit an herb garden such as The Rosemary House in Mechanicsburg, Pennsylvania. There used to be an herb farm in Bethesda and Silver Spring, Maryland, which could be investigated.
4. Study other vegetables and flowers of that period that are still grown today.
5. Use your harvest of herbs in potpourris.
6. Make this an ongoing project for your room, or the beginnings of a special Bicentennial Park.

THEME: Heritage

SUBJECT AREA: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: Horseshoe Bells

TYPE OF ACTIVITY: Project

OBJECTIVE: To create an early American instrument.

BACKGROUND INFORMATION:

The colonists were very creative in their daily chores and in their fun activities. When regular instruments were not available, they used materials at hand.

The blacksmith shop was the center of much of their lives. The pleasing and different sounds made by various horseshoes as they were struck was used to make music.

MATERIALS AND RESOURCES:

Horseshoes of various sizes (new)
Ten penny nails
Elastic

PROCEDURE: (suggested time allotment - one class period)

New horseshoes of different sizes may be played with a ten penny nail. This gives a sound similar to a triangle.

1. The horseshoe must be held up by a small loop of elastic or plastic-covered wire. If this is not done, much of the resonance is lost.

2. Let the children hammer the beat as they sing the song. "Sing the Cobbler", Boardman and Landis, Exploring Music, Kindergarten, Holt; 1969.

VARIATIONS:

1. Use for other songs.

2. Include with other rhythm band instruments.

THEME: Festival

SUBJECT AREA: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: Song Fest

TYPE OF ACTIVITY: Singing

OBJECTIVE: 1. The children will sing songs of the Revolutionary Era.

2. The children will share the songs with others.

BACKGROUND INFORMATION:

Songs from the Revolutionary Era often originated from daily work, simple pleasures, things in nature, and at get-togethers.

Some were folk songs that the colonists brought with them from their home countries.

MATERIALS AND RESOURCES:

These are folk songs that are in the style of the Revolutionary Period that may be used with K-2 children.

Making Music Your Own, Book 1, Silver Burdett Co.

Skip to My Lou
Hey, Betty Martin
Go Tell Aunt Rhody
Clap Your Hands
Mr. Frog Went A-Courtin'
Going to Boston
Oats, Peas, Beans
Four Dukes A-Riding

Making Music Your Own, Book 2, Silver Burdett Co.

Bow Belinda
Bingo
Mince Pie or Pudding
Willowbee

Discovering Music Together 1, Follett Publishing Co. (resource center)

Pop! Goes the Weasel

MATERIALS AND RESOURCES: (Cont'd.)

Discovering Music Together 2

Looby Loo
The Muffin Man
Skip to My Lou

Exploring Music 1, Holt, Rinehart and Winston

Intry Mintry

Exploring Music 2

Jimmy Crack Corn
Yankee Doodle

Growing with Music 1, Prentice-Hall, Inc.

Old Brass Wagon
Sally Go Round the Sun
This Old Man

Growing with Music 2

Button, You Must Wander

PROCEDURE:

1. Teach songs from the list in the "Materials and Resources" section.
2. Share these in a song festival or PTA program.

VARIATIONS AND MODIFICATIONS:

1. Use these songs as part of a school-wide program.
2. Use additional songs as suggested in the following:
   MENC
   8150 Leesburg Pike Suite 601
   Vienna, Virginia 22180
   (A list of suggested Bicentennial music will be available in the near future. Write for it!)
3. Dramatize these songs.
4. Update these songs with current patriotic songs.

THEME: Heritage, Festival

SUBJECT AREA: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: Pop! Goes the Weasel

TYPE OF ACTIVITY: Dance

OBJECTIVE: To learn a dance for this traditional song.

BACKGROUND INFORMATION:

In the song "Pop! Goes the Weasel," the words need explanation. The song tells the story of a tailor who is forced to sell his most important tool, the "weasel." The weasel was his iron which he used to press his material. "Pop" means to pawn or sell. The tailor had to pop (sell) his weasel (iron) to have money to buy needle and thread.

It is possible this background was not known to the people who wrote the other verses because they give different meaning to the words, a monkey chasing a weasel (an animal).

MATERIALS AND RESOURCES:

Music for Young Americans, Book 3
Song: Pop! Goes the Weasel

PROCEDURE:

Allow three or four couples to each formation

Girls		Boys
0	Head couple	□
0		□
0		□
0		□

Meas. 1-2 - Head couple skip four skips outside the formation, the boy skipping down the boys' side and the girl skipping down the girls' side.

Meas. 3-4 - The boy and the girl skip back up to place and join hands.

Meas. 5-6 - With hands joined, they skip down four skips inside the formation.

Meas. 7-8 - They skip back four skips.

PROCEDURE: (Cont'd.)

The head couple goes to the second girl, join hands with her and circle until the phrase, "Pop! goes the weasel," the head couple lead the second girl under their outstretched arms and leave her at her place in the formation.

The head couple goes to the second boy, circle with him, and pop him under their arms back into place on the phrase "Pop! goes the weasel."

The third girl is next danced with and popped under, then the third boy.

The head couple now becomes the last couple. The new head couple begin the dance again, going back to the very beginning.

THEME: Heritage

SUBJECT MATTER: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: Oats, Peas, Beans

TYPE OF ACTIVITY: Singing game

OBJECTIVE: To play a singing game that the early American children played and sang.

BACKGROUND INFORMATION:

This singing game was brought to this country from England. Children of early America learned and enjoyed this game.

MATERIALS AND RESOURCES:

Making Music Your Own, Book 2
Making Music Your Own, Record 2

PROCEDURE:

Children join hands and form a circle with one child, the "farmer," in the center.

Verse 1: All circle left. Farmer walks inside circle to the right. Stop.

Verse 2: The children and the farmer make motions to pantomime the words of this verse--sow the seed, stand at ease (cross arms at chest), stamp foot, turn around with hand shading the eyes.

Verse 3: Children in circle stand still and clap hands as the farmer chooses a partner. The farmer and his partner cross and hold hands as they skip to the left inside the circle.

Verse 4: The farmer and partner change direction and skip to the right inside the circle. The others join hands and skip or slide to the left around the circle.

The farmer joins the circle. His partner becomes the new farmer and the game continues.

THEME: Heritage, Festival

SUBJECT AREA: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: Hey! Betty Martin

TYPE OF ACTIVITY: Dance

OBJECTIVE: To enjoy a dance of pioneer days and to teach an activity that may be used in a program.

BACKGROUND INFORMATION:

Early American folk song and game.

MATERIALS AND RESOURCES:

Song "Hey, Betty Martin" found in Making Music Your Own Book 1

Making Music Your Own Records Volume 1

Exploring Music - Book 1

Exploring Music: Record 1, Side B

Instruments: woodblock, triangle, sticks

PROCEDURE:

Listen to recording in Exploring Music. Choose instruments for "Hey, Betty Martin" sound and "tiptoe, tiptoe" sound. Play instruments on the beat. The dance fits the words of the song.

Form a circle, Choose one girl to be "Betty." On verse one, she tiptoes around. On second verse, she chooses a boy to be a partner. Repeat the game, this time with the boy in the center and sing "Billy" instead of "Betty."

VARIATIONS AND MODIFICATIONS:

During the refrain (Hey, Betty Martin), all children tiptoe around room. Join hands with a partner at the words, "Please be mine."

During the verse, each child swings with his partner as they see fit (free movement).

On the refrain repeat, partners drop hands and tiptoe.

THEME: Festival

SUBJECT AREA: Music

GRADE LEVEL: K-2

NAME OF ACTIVITY: The Needle's Eye

TYPE OF ACTIVITY: Dance

OBJECTIVE: To learn a dance of the early pioneers.

BACKGROUND INFORMATION:

Play parties were popular with the pioneers. Dances were a part of the get-togethers.

MATERIALS AND RESOURCES:

Song: "The Needle's Eye" found in Exploring Music 3 and using record Exploring Music, Record 2, Side B.

PROCEDURE:

All children join hands in a circle. Choose one couple to form a "needle's eye" by joining right hands to form an arch.

The circle moves to the left under the arch in time to the music. On the words, "Because I want you," the couple forming the arch catches someone in the circle.

This player then makes a new arch with the player who stood inside the circle.

The old partner goes to the center of the ring.

Arches may be added as the game continues. The original partner goes to the center of the ring and waits until a second person is chosen.

These two players form a second arch. This continues until everyone is "caught."

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Tag

TYPE OF ACTIVITY: Chasing and Fleeing

OBJECTIVE: The children will play a game that was played by children in colonial times.

BACKGROUND INFORMATION:

Chasing one another has always been a favorite activity of children. Many variations of chasing and catching have been used.

These are some of the variations of "Tag":

1. Simple Tag
2. Squat Tag
3. Super Squat Tag
4. Ankle Tag
5. Shadow Tag
6. Nose and Toes Tag
7. Turtle Tag
8. Wood Tag
9. Hand Tag
10. Freeze Tag
11. Eraser Tag
12. Hindoo Tag
13. Spot Tag
14. Topper Tag *

MATERIALS AND RESOURCES:

A large open area

* These tag variations are described in the Elementary School Curriculum Guide: Physical Education.

PROCEDURE: (suggested time allotment - 5-10 minutes)

1. One person is chosen to be "It."

2. "It" tries to tag someone else.

3. In some forms of tag, a person is safe if he touches "base"; in others, he is safe if in a squat position, i.e. squat tag.

VARIATION:

Have more than one person be "It" at the same time.

✓

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Right Elbow In (Looby-Loo)

TYPE OF ACTIVITY: Singing Game

OBJECTIVE: To play a singing game and recall the different body parts.

BACKGROUND INFORMATION:

A singing game played by early American children during their play time.

MATERIALS AND RESOURCES:

A large open area

PROCEDURE: Suggested time allotment - 5 minutes)

1. Have students form a circle (double arm length apart).
2. Words to song are:
   Put your right elbow in
   Put your right elbow out
   Shake yourselves a little
   And turn yourselves about.
3. Sing same words except substitute left elbow, right ear, left ear, right foot, left foot, right leg, left leg, right hand, left hand.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Leap Frog

TYPE OF ACTIVITY: Jumping and Leaping

OBJECTIVE: To leap over another person; to recognize how a frog moves.

BACKGROUND INFORMATION:

Many children's games imitate or dramatize the movements of animals.

MATERIALS AND RESOURCES:

None

PROCEDURE: (suggested time allotment - 5 minutes)

1. Have students line up in groups of 4's or 5's (single file).
2. Have each student get on hands and knees.
3. The last student in each line then places his hands on the shoulders of the person in front of him.
4. The "leaper" spreads his feet apart and pushes off the shoulder.
5. He does this until he gets to the front of the line and takes his place on his hands and knees.
6. The last person begins.
7. Suggestion: Have students spaced far enough apart so the leaper has enough room to leap.

VARIATIONS AND MODIFICATIONS:

1. Use a circle formation.
2. Have every other person be a leaper.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Farmer in the Dell

TYPE OF ACTIVITY: Singing Game

OBJECTIVE: To play a singing game and recognize different animals and people on a farm.

BACKGROUND INFORMATION:

A game that portrays a logical sequence of fun events based on some aspects of a farmer's life.

MATERIALS AND RESOURCES:

Sheet music or the tune
Students form a circle

PROCEDURE: (suggested time allotment - 5-10 minutes)

1. A single child stands in center of circle.

2. Everyone sings:
   The farmer in the dell,
   The farmer in the dell,
   Heigh ho, Rowley O!
   The farmer in the dell.

3. The child then chooses and places beside himself a second, then a third, etc., while the rest sing to the same tune:
   A. The farmer takes the wife,
   B. The wife takes the child,
   C. The child takes the nurse,
   D. The nurse takes the dog,
   E. The dog takes the cat,
   F. The cat takes the rat,
   G. The rat takes the cheese,
   H. The cheese stands alone.

4. The "cheese" is "clapped out" and must begin as the farmer.

VARIATIONS AND MODIFICATIONS:

Each time this song game is played, choose different students so each will be an active participant.

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-6

NAME OF ACTIVITY: Hopscotch

TYPE OF ACTIVITY: Hopping and Balance

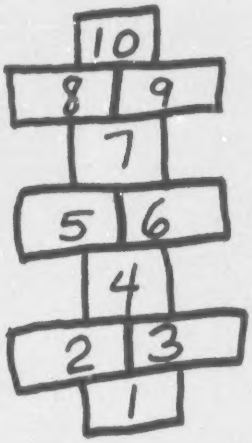
OBJECTIVE: To successfully hop through the squares.

BACKGROUND INFORMATION:

A game using only materials found in an open space.

MATERIALS AND RESOURCES:

1. Piece of stone or wood for each player called a puck.
2. Hopscotch court:



PROCEDURE: (suggested time allotment - 10-15 minutes)

1. Each player in turn tosses his puck into the first square. Then, he hops on one foot into the first square, kicks the puck back over the base line, and hops out of the square.

2. He tosses the puck into the second square, hops in the first square, then into the second square. There, kicks the puck over the base line, then hops back through the first square and out.

3. This procedure is followed for each square. A player continues until he has moved through all the squares or until he misses. A player misses when he loses his balance, steps on a line, or drops his puck on a line or in a wrong square. When he misses, he loses his turn and must wait until the other players have had their turns.

THEME: Heritage and Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-3

NAME OF ACTIVITY: Children's Games

TYPE OF ACTIVITY: Various Games

OBJECTIVE: To suggest certain ways that children played in colonial times.

BACKGROUND INFORMATION:

Children enjoyed simple fun and games. Boys hunted turtles and opossums. Girls picked berries and flowers.

MATERIALS AND RESOURCES:

Any equipment needed for individual games and activities.
A Garland of Games and other Diversions, Cooney

PROCEDURE: (Time: Choose a game or activity to do each day for several days.)

1. Children would blow bubbles using soap suds in a tub and with a straw.
2. Girls played Cats Cradle by the fire.
   a. Use string and yarn, tie ends together.
   b. Place the string on fingers in special way and then the partner takes away.
3. Get quills from turkeys and geese.
   a. Make ink with natural dark berries.
   b. Write or make designs on fine paper.
4. Children jump rope and fly kites.
5. Children blow on a blade of grass and make whistles.
6. Blindman's Bluff
7. Rolling Hoops
8. Hide and Seek

VARIATIONS:

1. Compare old ways of entertainment to new ones.
2. Demonstrate some activities to other classes.

VARIATIONS: (Cont'd.)

3. Have a contest to see who can do certain things best.
    - a. Who can jump rope more times?
    - b. Who is a good archer?

THEME: Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Playday of Colonial Games

TYPE OF ACTIVITY: Physical Education Event

OBJECTIVE: To demonstrate those skills and games of colonial times which have been learned today.

BACKGROUND INFORMATION:

Everyone enjoys demonstrating for others' pleasure the skills one has learned. See the background information listed elsewhere in this bulletin concerning colonial games.

MATERIALS AND RESOURCES:

Those materials as needed for the games chosen, playing area

PROCEDURE:

1. Determine those games to be demonstrated.
2. Select teams of participants.
3. Plan the agenda and set up playing area.
4. Practice and publicize the event.
5. Carry out the program.

VARIATIONS AND MODIFICATIONS:

1. Plan an all-school playday.
2. Perform the games at a P.T.A. program.

THEME: Heritage, Festival

SUBJECT AREA: Physical Education

GRADE LEVEL: K-2

NAME OF ACTIVITY: Muster Day

TYPE OF ACTIVITY: Gross Motor

OBJECTIVE: To participate in a simulation of Muster Day activities.

BACKGROUND INFORMATION:

A frontier society had to maintain a militia ready to repel attacks from Indians or marauders from the sea. At intervals, the militia, composed of abled-bodied citizens of a certain age, had to be called together to drill. This day was a village holiday. The towns people watched the militia go through the manual of arms.

MATERIALS AND RESOURCES:

Supply objects for rifles, simple costumes and marching music.

PROCEDURES:

Practice the marching over a week's time, before the culminating activity.

1. Have children practice marching.
   a. Everyone stand tall.
   b. Everyone begin on same foot.
   c. Have one child be leader.
   d. Everyone learn and understand calls made by the leader.
   e. Set just a few basic steps to be called.
   f. March through "the town" or "village green."

2. Have the children go through a simple "manual of arms."
   a. Place rifle at side.
   b. Put rifle on shoulder.
   c. Put rifle on opposite shoulder.
   d. Add your own variations.

3. Finish by firing muskets one or two times.
   a. Contests of marksmanship were common.
   b. Winners were presented with red ribbons.

VARIATIONS:

Visit Ft. Frederick, Frederick Barracks, or Ft. McHenry.

Have a drum and bugle corp visit your school.

Have a Reservist or National Guardsman demonstrate marching.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Negroes in the American Revolution

TYPE OF ACTIVITY: Discussion

OBJECTIVE: To analyze the situation of the Black people during the Revolutionary period.

BACKGROUND INFORMATION:

Although most Negroes in the Colonies were indentured servants or slaves, Black people actively participated in the Revolutionary cause.

MATERIALS AND RESOURCES:

Negro American Heritage, Century Co., San Francisco, 1968

Selected Case Studies in American History, Volume 1, Allyn and Bacon, Inc. 1969

PROCEDURE:

1. Read stories about slaves and indentured servants to the class.
2. Then discuss "thought" questions with class. Example: Pretend that you are living in a faraway land with your family and I come and tie you up and take you to another country. In this new country, I sell you to a rich man. He gives you food and clothes and a place to live, but he does not want you to learn to read and write. You work for the rest of your life without getting paid, doing only what the rich man tells you to do. The rich man tells you who to marry and when your children are old enough, the rich man might sell your children to some other rich man. Is this fair?

VARIATIONS AND MODIFICATIONS:

1. Role play the stories.
2. Pantomime the stories.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Paper Dolls

TYPE OF ACTIVITY: Project

OBJECTIVE: To identify articles of clothing and their uses in the 18th century.

BACKGROUND INFORMATION:

Consult the media center in your school for pictures and books about 18th century dress.

MATERIALS AND RESOURCES:

Doll clothing made by parents
Cardboard dolls and paper clothing

PROCEDURE:

1. Invite parents to help make various articles of clothing for a doll family.
2. Introduce each item of clothing to the class as it is contributed and let the children try the item on various dolls to see which one it fits.
3. Encourage the children to establish names and uses of clothing.

VARIATIONS AND MODIFICATIONS:

Have the children make cardboard figures. Each week give them a set of paper clothing which they can color and cut out.

Plan a special corner of your room for the dolls and put up a sign designating the names of clothing and uses.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Making a Pioneer Shirt

TYPE OF ACTIVITY: Project

OBJECTIVE: To identify with the early American type of dress by creating the shirt and using the natural dye process to produce the finished product.

BACKGROUND INFORMATION:

Consult the media center in your school for material on pioneer dress.

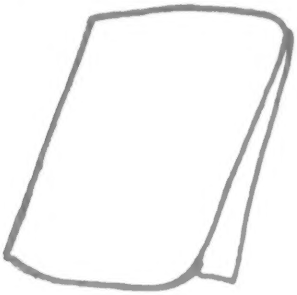
MATERIALS AND RESOURCES:

Old shirts and sheets (white)

PROCEDURE:

1. Collect old sheets and old shirts from the staff and families. If you start with a man's white shirt, you only need to do the fringing and dying after you have cut off some length and cut down the sleeves.

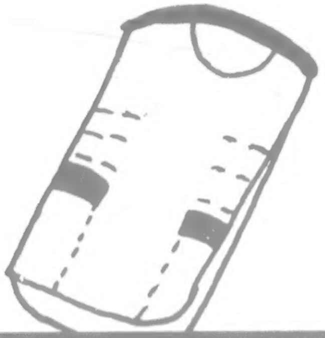
2. Take a piece of cloth (from an old sheet) and cut a piece that is about two feet wide and three feet long. Fold it in half so it looks like this:



Fold

1½ feet on each side

3. Now cut out a shirt shape.



PROCEDURE: (Cont'd.)

4. Then cut fringes all along the sleeves and bottom. The children will be able to work on the fringes.
5. Sew a seam that closes the sleeve. (Note the dark lines on the pattern.)
6. You may want to cut an additional long strip of cloth about 6" wide.
7. The shirt is now ready to be dyed. Let children choose a natural vegetable dye, and dye their shirts.

The additional strip of cloth can be a sash for the girls or a loosely tied neck scarf for the boys.

THEME: Heritage, Horizon

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Time Capsule

TYPE OF ACTIVITY: Project

OBJECTIVE: 1. To organize the artifacts of each period.

2. To evaluate what the artifacts show about daily life.

BACKGROUND INFORMATION:

Check local school media centers. Encyclopedias have a concise explanation of the concepts behind time capsules.

MATERIALS AND RESOURCES:

Coffee cans for capsules.
Replicas of colonial and modern artifacts.

PROCEDURE:

1. Choose one aspect of daily life to compare - then and now.
2. In one coffee can, place the replicas of early artifacts which the children made.
3. In the other coffee can, place real or copies of today's artifacts.
4. Compare and contrast. Discuss what the artifacts show about daily life.

VARIATIONS AND MODIFICATIONS:

Role playing with half the class as a colonial group preparing a time capsule from their time. The other half of the class as a modern group of people finding this capsule 200 years later. The modern group tries to figure out what early life was like by examining the artifacts of the colonial capsule.

THEME: Heritage, Horizon

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Grave rubbings

TYPE OF ACTIVITY: Field Trip - large or small group

OBJECTIVE: 1. To create a facsimilie of a grave stone.

2. To interpret aspects of daily life from the data.

BACKGROUND INFORMATION:

Grave stones show that the life expectancy was shorter due to lack of medical knowledge and hard work. Often the families were large for manpower on farms.

MATERIALS AND RESOURCES:

Large sheets of newsprint or butcher paper. Fat black crayons.

PROCEDURE:

1. Take the class to an eighteenth century graveyard.
2. Child places paper on fairly legible headstone and rubs with black crayon smoothly and not too hard.
3. Sit in graveyard and discuss aspects of colonial life discovered from rubbings.
    a. Popular names of the period.
    b. Diseases no longer considered fatal.
    c. Life expectancy.
    d. Notice old-fashioned formation of letters.
    e. Family size.

VARIATIONS AND MODIFICATIONS:

Do grave rubbings in twentieth century cemetery and compare popular names, life expectancy, modern formation of letters, and family size today.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Papier Mache Liberty Bell

TYPE OF ACTIVITY: Project

OBJECTIVE: 1. To create a papier mache liberty bell.

2. To discuss the background and importance of the Liberty Bell.

BACKGROUND INFORMATION:

The Liberty Bell, as an emblem of liberty, is famous world-wide. On November 1, 1751, the superintendents of what is now Independence Hall ordered a two thousand pound bell for that building. The Old Testament quotation, "Proclaim liberty throughout all the land, unto all the inhabitants thereof," was to be cast around its crown.

Soon after arriving in Philadelphia, the new bell was cracked by a stroke of the clapper. The bell was repaired, and began summoning the legislators to Assembly and opening the courts of justice in 1753.

With the threat of British occupation of Philadelphia in 1777, the bell was removed to the Zion Reformed Church in Allentown to prevent its being made into cannon by the British. After the British withdrawal in 1778, it was returned to Philadelphia.

Traditionally, the fracture occurred while the bell was being tolled for the funeral procession of Chief Justice John Marshall. Metallurgists trace the cause to tiny flaws in the metal, present from the first day of its casting. The bell had been melted and recast twice, causing brittleness. Everytime the clapper struck the bell, the flaw spread.

Once mute, it became a symbol of liberty over the years. (Landmarks of of Liberty, Hammond)

For further information, see local school bibliographies.

MATERIALS AND RESOURCES:

Pictures of the Liberty Bell
Newspaper strips
Chicken wire
Wheat paste
Water
Paper towels
Paint
Cardboard
Wire

PROCEDURE:

1. Discuss the idea of liberty, show pictures of the Liberty Bell as an emblem of the same, and review the background of the bell.

2. For a classroom-size bell, you will need chicken wire to make a bell form, 24" in diameter by 28" high. Be sure to attach a chicken wire clapper form to the outer bell form. Attach this bell to a cardboard yoke with wire.

3. Prepare wheat paste according to package directions and soak newspaper strips in the mixture.

4. Cover the wire and cardboard form with two layers of the soaked newspaper strips. Put one layer on the inside of the bell.

5. Cover with a final layer of paste-soaked brown paper towels to give it a smoother painting surface.

6. After the mache is dry (approximately two days), paint the bell gunmetal and the yoke a walnut brown.

7. Make plans to display the bell.

8. Write a story of the experience.

VARIATIONS AND MODIFICATIONS:

1. Make individual bells, using paper cups, string and detergent-added paint.

2. Find out about other emblems of liberty.

THEME: Heritage, Horizons

SUBJECT AREA: Social Studies, Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: "Betsy Ross" and "Fifty States"

TYPE OF ACTIVITY: Project

OBJECTIVE: 1. To create a "Betsy Ross" and "Fifty States" flag.

2. To distinguish the importance of such flags, their meaning, and the differences in them.

BACKGROUND INFORMATION:

From earliest times, man has felt the need of a special sign or color by which a family, a tribe or nation could be distinguished from others. When the Continental Army was first organized, each regiment used its own flag. George Washington felt many different flags caused confusion, and saw the need of one under which all the regiments could unite. The first flag of the united colonies retained the united crosses of St. George and St. Andrew in a blue canton, showing the allegiance to England that the colonies still recognized to some extent. It differed from the British flag in having across the field thirteen alternate red and white stripes, representing the thirteen colonies. Later, a committee went to Betsy Ross, an upholsterer, with a suggestion for a new flag. The crosses in the canton were to be replaced with thirteen stars. The stars were put in a circle in order that no colony would take precedence over another, causing undue jealousy. It was decided to make it rectangular so it would stream in the breeze. (Your Flag and Mine, Macmillan)

For further information, see reference books in local school libraries.

MATERIALS AND RESOURCES:

Pictures of Flags
Replicas of Flags
Colored Construction Paper
Scissors
Rulers
Paste
Protractor
Yardstick

PROCEDURE:

1. Have the children examine the classroom flag, counting the stars and stripes, and discussing possible reasons for this.

PROCEDURE: (Cont'd.)

2. Look at other flags noting similarities and differences. Pay special attention to the "Betsy Ross" flag.

3. Fill in children's observations with background information and suggest making a "Betsy Ross" and a "Fifty States" flag.

4. Determine with children whether this is to be a classroom/school flag or individual flags. If a classroom-size flag is chosen, have children take the measurements from the modern flag.

5. For individual flags, use a twelve (12) by eighteen (18) sheet of paper as a base. Cut seven, one inch strips of red paper, and six of white, eighteen (18) inches long. The blue field should be cut seven inches long by eight inches wide. Stars are to be cut from a one inch square. (The teacher may need to cut or ditto these beforehand.)

6. When attaching to the base, shorten four red and three white stripes to ten inches and place beside the blue field, beginning with red. The last red stripe will need to be added to the bottom, making the finished flag measure thirteen (13) by eighteen (18) inches.

7. For the "Betsy Ross" flag, you will need to make a circular guide, six inches in diameter for the placement of stars. For the "Fifty States" flag, make nine rows of stars, alternating six and five in a row.

8. Display flag(s) on bulletin board or in the hall.

9. Write a class story or individual stories about the experience.

VARIATIONS AND MODIFICATIONS:

1. Use painted or dyed seeds for the flag.

2. Learn the names of the states involved and the general geographic location of the first thirteen (13).

3. Study about and make other flags used at that time.

4. Find out more about Betsy Ross.

5. Find out more about the Thirteen Colonies.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Potpourri

TYPE OF ACTIVITY: Experiment

OBJECTIVE: To make potpourri.

BACKGROUND INFORMATION:

In colonial times, potpourris were used as air fresheners, moth repellents, and clothes fresheners. Potpourris were also used to ward off disease.

MATERIALS AND RESOURCES:

Potpourris and Other Fragrant Delights by Jacqueline Heriteau, Simon & Schuster, 1973.

Rose petals
Orange peels
Lemon peels
Cloves
Nutmeg
Cinnamon
Small jar or plastic margarine bowl
Grater

Check encyclopedias.

PROCEDURE:

1. Petals should be crackly dry. Dry petals are about one-half the size of moist petals.
2. While petals are drying (up to ten days), collect fresh lemon and orange peels.
3. Use a grater to scrape the white filmy lining off the peel itself. Break the peels into as small pieces as possible. Let these small pieces dry.
4. When the peels and petals are completely dry, combine petals, peels, and spices. The scent should be individually pleasing.
5. Put the potpourri mixture into decorative jars. Leave them sealed for a few weeks, shaking the jars gently, before opening them to scent the room.

VARIATIONS AND MODIFICATIONS:

Compare potpourri with modern air fresheners and moth repellents.

THEME: Heritage

SUBJECT AREA: Social Studies, Art

GRADE LEVEL: K-2

NAME OF ACTIVITY: Early American Dress

TYPE OF ACTIVITY: Project

OBJECTIVE: To acquaint children with different modes of dress of early American settlers and of the gentry.

BACKGROUND INFORMATION:

Use the media center for pictures and information.

MATERIALS AND RESOURCES:

Pictures of early American dress
Magazines
Crayons
Paste
Plain paper
Mimeographed silhouette figures

PROCEDURE:

1. Display pictures showing how the early settlers and gentry dressed. Show slides and/or film.

2. Display pictures beside a full-length mirror. Have children look in the mirror at their clothes. Ask them to tell how their clothes differ. Why did the people dress as they did? Challenge the children to offer suggestions as to why these were the colors the people wore. What determines how people dress, then and now?

3. Have children cut patches of colors from old magazines. They can paste these swatches in any arrangement over one side of a sheet of plain paper. Over this, they draw black crayon line drawings of early children playing.

4. Give each child a 9" x 9" paper on which two silhouette figures have been mimeographed. Have children use crayons to dress one of the silhouette figures as an early child and the other as themselves.

THEME: Heritage, Horizon

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Transportation

TYPE OF ACTIVITY: Discussion

OBJECTIVE: To discuss and identify historical means of transportation.

BACKGROUND INFORMATION:

Travel by water was preferred, especially in our area since we have a great many long waterways. The waterways were routes of few delays. There were very few roads built until the 1800's. The cost of land transportation was very high. Inns and taverns were centers of social life and political discussions. Horseback travel was preferred by many travelers because road conditions made coach and wagon travel difficult and sometimes dangerous. The invention of the steamship in the late 1700's was an important step forward in water travel.

MATERIALS AND RESOURCES:

Use pictures, films, old models, and replicas. (Everyday Life in Colonial America, Wright; The Story of Early Maryland, Schaun; and Everyday Life in Colonial Maryland, Schaun.)

PROCEDURE:

1. Collect pictures of old ways of travel for a bulletin board.

2. Have children recognize and identify them.
   a. Use familiar modes such as bikes, wagons, sleighs, boats, horses, and roads.
   b. Have one new picture for each old type so that the children may compare and match them.

3. Use sand table and small wooden toys to construct roads and a town.

VARIATIONS AND MODIFICATIONS:

1. Visit the Carroll County Farm Museum to see old wagons, carriages, and sleighs.

2. Visit Chesapeake and Ohio Canal to see old water locks.

3. Take a trip to see the Constellation in the Inner Harbor.

VARIATIONS AND MODIFICATIONS: (Cont'd.)

4. Construct a miniature wharf on a dark shower curtain.
    a. Use tinkertoys, small wooden boats, wagons, and other toys.
    b. Paint large sheet of heavy tag to make a wharf area.

THEME: Heritage

SUBJECT AREA: Social Studies

GRADE LEVEL: K-2

NAME OF ACTIVITY: Frontier Militia vs. British Soldiers

TYPE OF ACTIVITY: Simulation

OBJECTIVE: To participate in a mock battle. To evaluate the frontiersmen's advantages, and to predict the outcome of the battle.

BACKGROUND INFORMATION:

Frontiersmen discovered quickly that pure British military strategy was not effective against the Indians. Frontiersmen combined Indian camouflage and guerrilla techniques with their British training. Pioneers wore natural skin garments and moccasins which aided visual and auditory camouflage. They shot from behind trees, firing at will. The woodsmen had a great knowledge of their terrain from hunting and trapping.

The British soldiers were unfamiliar with the terrain and Indian techniques. They sounded the charge, and marched in a group, plainly visible because of their red uniforms, and shiny black boots, Because of their training to march in a square formation, they had difficulty maneuvering on the narrow forest paths. Soldiers fired in groups on command.

MATERIALS AND RESOURCES:

Cover tables, desks, and chairs with sheets, etc. Arrange them to make narrow forest paths. Frontiersmen do not wear shoes. Children pretend they have weapons.

PROCEDURE:

1. Explain to all the children that nobody wasted shot and shell. They shot only when they felt that they could hit their target.

2. Divide class into two groups: Frontier Militia and British Soldiers but let the children choose their own name for each group.

3. The frontier people get the background information about themselves and the British.

4. The British get only the background information about themselves.

5. Move the desks. Cover the desks with sheets or tablecloths. Frontiersmen behind the "trees." Have the frontier people hide without British soldiers watching so that the simulation will be more accurate.

PROCEDURE: (Cont'd.)

6. Then the British soldiers begin marching along the forest paths and after they sound the charge, the Colonists start firing.
7. After a couple of minutes of "battle," the class discusses who they think will win and why.

ADDITIONAL IDEAS LIST

1. Apple Butter

   Could be included with cooking activities.

2. Baked Corn

   Could be included with cooking activities.

3. Barn Raisings

   Discuss the need for neighbors to help each other. Cooperation is part of the American way of life.

4. Christmas Decorations

   a. Cornhusk angel dolls
   See directions for cornhusk dolls. Angels are made smaller and are threaded with string to hang on the Christmas tree.

   b. Gingerbread men and cookies
   Use old recipes and use old cookie cutters. Thread a clean needle and string cookies to be hung on tree.

   c. Popcorn balls
   Use maple syrup or honey and form balls. Allow to harden and string with a darning needle. Use heavy thread or light yarn.

   d. Popcorn and cranberry chain
   Pop corn; then thread a heavy duty needle with thick thread. Put needle through the center of the popcorn and then the center of the cranberry. Alternate for design.

   e. Walnuts
   String a gilded nut with thick thread.

5. Colonial Occupations

   Discuss old ways of working. Decide how they originated. Ask what would happen if some of these workers would stop! These are a few occupations:

   a. Farmers
   This was the most important way of earning a living.

   b. Shipbuilders
   The sailors, fishermen and whalers needed sturdy ships and many men were needed to man them.

5. Colonial Occupations (Cont'd.)

c. Lumbermen
Cut trees for wood needed in building ships. They also sold lumber to England.

d. Sailors and fishermen
These men used nearby oceans that were full of fish. There were many good harbors along the coast.

e. Merchants
These men sold the goods that were brought back to the colonists.

f. Whalers
These men killed whales for oil used in lamps.

g. Coopers
They were skilled workers who made wooden barrels in which goods were stored and shipped.

h. Cabinetmakers
Makers of chairs, tables, benches, and other wooden articles.

i. Blacksmith
He made iron horseshoes, tools, kettles, and other useful articles.

j. Millers
A Gristmill was built by a rushing steam or waterfall. The water turned a heavy stone which crushed kernels of grain into meal.

k. Shoemakers
These men made shoes by hand. Many shoemakers traveled from farm to farm.

l. Printers
The colonists printed newspapers that carried news about England and the colonies.

m. Wigmakers
These men made many different kinds of wigs for colonial gentlemen.

n. Silversmiths
They made silver utensils, coins and jewelry.

o. Coppersmiths
These men made copper utensils and other articles.

p. Potterymakers
These men made all forms of pottery.

q. Tinsmith-tinker
They mended leaky pots and pans.

6. Consumer Education

Supply and demand of today. See Early Years, February, 1974, issue for suggestions. (Horizons Theme)

7. Coon and Fox Hunts

Favorite form of recreation - compare with hunting as a necessity.

8. Elections

Hold a classroom election, work out rules, campaign slogans, and voting procedures. (Horizons Theme)

9. Field Trips

Many additional ideas are suggested in The Weekender's Guide. (see bibliography)

10. Food Gathering

Decide on a format and make up a simulation on the process of acquiring food stuff.

11. Husking Bee

Favorite form of recreation. Hold one in your room.

12. Inventors

Of America yesterday and today. Suggest that children try their hand at inventing.

13. Mail

How was it processed, delivered. Compare it with today's methods.

14. Maple Sugaring

Major source of sweetner for the period. Demonstrated at Catoctin Mountain Craft Center.

15. Media

Compare early forms with today's.

16. Milestones

Begun in 1700's. Compare with the roadsigns of today. (One old one can be seen in Silver Run. Look for others.)

17. Money

    Study the currency and coinage of the period.

18. New Pioneers

    Carry out mock expedition to a new frontier.

19. Quilting Bee

    Stress cooperation in making a quilt. See quilting activities in guide.

20. Ships

    Types, parts and the functions of each. Make models.

21. Study of Measurement

    Compare methods with today.

22. Towns

    Mock-up of a Revolutionary town with each grade or room taking a different section such as homes, craft shops, and business houses.

HISTORICAL CHRONOLOGY OF THE REVOLUTIONARY PERIOD

1763

February 10	Treaty of Paris ends Seven Years' War giving Britain and Canada all of the present territory of the U. S. east of the Mississippi, except New Orleans.
July	Rockingham succeeds Grenville as Prime Minister.
October 7	Proclamation of 1763 bars settlement west of the Alleghenies.
May - November	Pontiac's Rebellion - Western Indian Rebellion.

1764

April 5	Passage of Sugar Act - Continued previous tariffs on sugar imported into the colonies, duties on textiles, Madeira wine and molasses. Navy is used to enforce trade laws.

1765

March 22	Stamp Act approved - "taxation without representation".
March 24	Quartering Act passed - required colonies to provide quarters for British troops or billet in private homes.
May 30	Stamp Act Resolutions in Virginia - Patrick Henry's resolution stated that Virginians were not obligated to obey laws or pay taxes not passed by the Assembly.
August 15	Locals force resignation of stamp-tax collector in Massachusetts.
October 7-25	Stamp Act Congress meets - the first intercolonial assembly whose acts were ratified by most of the colonies.

1766

March 18	Stamp Act repealed.
	Declaratory Act passed - reasserted Parliament's total authority over the colonies.
July	William Pitt succeeds Rockingham as Prime Minister.

1767

June 29	Townshend Acts passed - duties on importation of paper, paints, lead, glass, and tea; revenues from which would be used to pay salaries of governors, judges, and other officials, thus freeing them from the financial control of the local assemblies.

1767

November	"Letters from a Farmer in Pennsylvania" - John Dickinson, a Pennsylvania lawyer, protests in laymen's language against the Townshend Acts, calls them violations of English law and tradition and urges colonists to resist.

1768

February 11	Massachusetts Circular Letter on Townshend Acts - Massachusetts House passes first resolution condemning the acts and sends copies to other colonies urging united action.
May thru Fall	Nonimportation agreements - Led by the Virginia House of Burgesses, one colony after another, with very few exceptions, forbids imports from Great Britain.

1769

May 16	Virginia Resolutions attacking Townshend Acts.

1770

February	Lord North becomes Prime Minister.
March 5	Boston Massacre - British soldiers fire on an unruly mob, killing 5.
April 12	Townshend Act duties, except tea, repealed.

1771

May 16	Battle of Alamance Creek - Governor Tryon's militia defeats poorly led backwoods "regulators" of North Carolina under James Few and others.

1772

June 9-10	Gaspee Incident - British revenue cutter Gaspee aground in Narragansett Bay, Providence, Rhode Island; set afire during the night by John Brown and others.
November 2	Massachusetts Committee of Correspondence organized by Samuel Adams and Joseph Warren.

1773

May 10	Tea Act passed to assist financially the East India Company by giving the company a monopoly of the tea trade to America. Tea Act continued the three pence tax on tea begun by the Townsend Act.
December 16	Boston Tea Party - a group of 50-60 men led by Samuel Adams, all dressed as Indians, boards the merchant ship and throws the tea overboard.

1774

March 25	Boston Port Bill - first of the "coercive" or "intolerable" acts passed by the House of Commons. The bill closed the Boston Port to all trade.
April 22	The London Incident - a New York mob boards the ship London and throws the tea cargo overboard.
May 20	Massachusetts Government Act and Administration of Justice Act - reorganized the Massachusetts colony's government so that major officials would be appointed by the King, lesser officials would be appointed by the Governor, and town meetings were forbidden except once a year to elect purely local officials.
May 26	The Virginia House of Burgesses is dissolved by Governor Lord Dunmore.
June 2	Quartering Act - revived earlier laws requiring colonies to provide quarters for British troups and requiring billeting of troops in private homes if other quarters were not available.
June 22	Quebec Act - Continued French pattern of government in Canada. Boundaries included all land north of the Ohio River; French law was to be used, i.e. trial without jury and religious freedom guaranteed to Catholics.
September 5	First Continental Congress convenes in Philadelphia - Meeting was called for by Virginia and Massachusetts. All of the colonies sent representatives except Georgia. Peyton Randolph was elected President of the Convention.
September 9	Suffolk Resolves - (Suffolk County is the area in which Boston is located) rejected the "Coercive Acts" "as the attempts of a wicked administration to enslave America." However, loyalty to the King was reaffirmed.
October 10	Battle of Point Pleasant - Col. Lewis defeats the Shawnees under Chief Cornstalk and brought an end to Dunmore's War.
October 14	Declaration of Rights and Grievances - Included 12 resolutions which highlighted the rights and grievances of the colonies. The resolutions stated that Americans' rights included life, liberty and property as secured by the British constitution, and taxation by their own representative assemblies.
October 18	Continental Congress adopts the "Association", the major terms of which included: 1) no imports from Britain after December 1, 1774, 2) no exports to Great Britain after September 10, 1775, 3) ban on the import of slaves after December 1 1774, and 4) ban on the import of East India Company tea immediately. The Association called for committees of enforcement in each county and penalties were provided for its violation.

October 26	First Continental Congress adjourns.
December 14	Patriots seize Fort William and Mary at Portsmouth, New Hampshire.
December 22	"Tea Party" at Charleston, South Carolina.

1775

March 10	Daniel Boone's expedition into Kentucky, and on April 1, 1775 begins the settlement of Boonesborough.
March 23	Patrick Henry delivers "Give me liberty or give me death" speech at the Virginia Provincial Convention in Richmond.
March 30	New England Restraining Act passed by House of Commons - consisted of a ban on all trade from New England ports except to Great Britain and the British West Indies and excluded New Englanders from the Atlantic fisheries. The bill was extended two weeks later to include New Jersey, Pennsylvania, Maryland and South Carolina.
April 18	Midnight ride of Paul Revere (British General Gage had hoped to capture Samuel Adams and John Hancock as well as a store of arms and powder).
April 19	The Battles of Lexington and Concord, Massachusetts.
April 20	British Marines seize patriot gunpowder at Williamsburg, Virginia.
April 21	New Hampshire militiamen march to Cambridge, Massachusetts.
May 6	Patrick Henry declared outlaw by Virginia Governor Dunmore.
May 9-10	Capture of Fort Ticonderoga, on Lake Champlain, by Ethan Allen and Benedict Arnold.
May 10	Second Continental Congress convenes in Philadelphia.
May 12	Green Mountain Boys take Crown Point on Lake Champlain.
May 14	Benedict Arnold leads an expedition against St. John's, Canada.
May 15	Congress resolves to put colonies in a state of defense.
May 31	Mecklenberg Resolutions - The most outspoken of various patriotic resolutions was voted by Mecklenberg County, North Carolina.
June 15	Birth of the Army.
June 15	Rhode Island establishes naval force.
June 15	George Washington elected Commander-in-Chief of Continental Army.
June 17	Battle of Bunker Hill (Breeds Hill).

1775

June 25	Pennsylvania Rifle Battalion Organized.
July 3	Washington takes command of Continental Army at Cambridge Common.
July 8	Olive Branch Petition - a last appeal to the King for a redress of grievance, while hostilities were suspended, and for repeal of the most restrictive statutes, drafted by John Dickinson.
July 21	American raid on Great Brewster Island, Massachusetts.
July 31	Second American raid on Great Brewster Island, Maine.
August 8	Captain Daniel Morgan and his Virginia riflemen arrive at at Cambridge.
August 9-10	Naval action at Gloucester, Cape Ann, Massachusetts.
September 12	Start of Arnold's Expedition to Quebec.
October 5	British ships bombard Bristol, Rhode Island.
October 14	Falmouth (Portland, Maine) burned by the British.
November 13	Americans under General Montgomery occupy Montreal.
December 3	First official American Flag raised aboard the Alfred by Lt. John Paul Jones.
December 8	Battle of Edenton, North Carolina.
December 9	Battle of Great Bridge, Virginia and the first Revolutionary engagement in Virginia.
December 30	Attack on Quebec fails.

1776

January 1-2	British naval bombardment of Norfolk, Virginia. Norfolk was burned by provincial forces to prevent seizure by British.
January 6	Founding of Alexander Hamilton's Provincial Company of Artillery of the Colony of New York.
January 10	Thomas Paine's Common Sense published in Philadelphia (Paine had been in America two years at this time).
January 22-23	British transport and provision ship Blue Mountain Valley taken by Americans off Sandy Hook.
January 24	Colonel Henry Know, a former bank dealer from Boston, reaches Cambridge with 43 cannon and 16 mortars from Fort Ticonderoga.

1776

February	Americans reoccupy Norfolk and complete its destruction.
February 27	Battle of Moore's Creek Bridge, North Carolina. Newly arrived Highland Scots settlers were defeated by Whig militia.
March 4-5	Occupation of Dorchester Heights, Massachusetts by Patriot forces with the Fort Ticonderoga Cannons.
March 17	British evacuate Boston.
April 12	"Halifax Resolves" - North Carolina Provincial Congress becomes the first colonial assembly to stand for independence.
April 17	USS Lexington vs. HMS Edward.
May 4	Rhode Island declares independence.
May 10	Congress recommends new state governments.
May 17	Naval action at Nantucket Roads, Massachusetts.
June 7	Yankee Hero vs Melford off the coast of Massachusetts.
June 8	Battle of Trois Rivieres, Canada.
June 12	Virginia Convention adopts George Mason's "Bill of Rights".
June 28	British attack on Charleston, South Carolina fails.
July 2	Resolution declaring independence voted. Resolution written by Richard Henry.
July 4	Declaration of Independence approved and signed as drafted by Thomas Jefferson.
July 8-10	General Dunmore's fleet defeated at Gwyn's (Gwynn) Island, Virginia, Chesapeake Bay.
August 27	Battle of Long Island, New York - British troops led by General Howe - Americans led by General Washington.
August 29-30	Washington's Evacuation of Long Island.
September 6-7	First use of the submarine in war.
September 9	The name United States of America adopted by resolution of the Continental Congress.
September 15	Battle of Kips Bay, New York.

1776

September 16	Battle of Harlem Heights, New York.
September 22	Nathan Hale executed by the British as an American spy.
October 11-12	Battle of Valcour Island, New York, Lake Champlain.
October 12-13	Battle of Throg's Neck, New York - Washington evacuated Manhattan except for Raige Force at Ft. Washington.
October 18	British naval force burns Falmouth, Maine.
October 28	Battle of White Plains, New York, where Howe defeats Washington.
November 3	British General Carleton abandons Crown Point, New York.
November 7-29	Siege of Fort Cumberland, Nova Scotia.
November 16	Fort Washington, New York falls to British.
November 16	First foreign salute to a US flag (Grand Union Ensign).
November 20	General Nathaniel Greene abandons Fort Lee, New Jersey to Howe's forces.
December 8	British General Clinton takes possession of Newport, Rhode Island.
December 12	Congress vests Washington with dictatorial powers.
December 19	Publication of Thomas Paine's American Crisis.
December 26	Battle of Trenton, New Jersey - Washington crossed Delaware River in a successful surprise attack on Hessians.

1777

January 3	Battle of Princeton, New Jersey - a repeat of Trenton plan and success.
January 16	New Hampshire Grants (Vermont) declare independence from England, calling themselves "New Connecticut".
February 2-4	Local patriots hold Fort McIntosh, Georgia.
April 26	British raid Danbury, Connecticut.
May 23	American raid at Sag Harbor, New York.
June 14	Stars and Stripes adopted by Congress as American flag, 13 stars and 13 stripes.
July 6	British occupy Fort Ticonderoga, New York.

1777

July 7	Battle of Hubbardton, Vermont.
July 20	Peace Treaty signed by Virginia and North Carolina with Cherokees in which Cherokees give up all of their land east of the Blue Ridge and all their land north of the Nolichucky River.
July 25	Murder of Jane McCrea, near Fort Edward, New York.
August 3	British General St. Leger invades Fort Stanwix, New York.
August 6	Battle of Oriskany, New York.
August 16	Battle of Bennington, Vermont (in new York).
August 21-22	American raid on Staten Island, New York.
August 22	St. Leger abandons siege of Fort Stanwix because of approach of Benedict Arnold.
August 25	Howe's British Army disembarks at Head of Elk, Maryland.
September 1	Siege of Fort Henry, Virginia (Wheeling, West Virginia).
September 11	Battle of the Brandywine, Pennsylvania - Howe outflanks Washington and moves on to Philadelphia.
September 16	Action at Warren Tavern (White Horse Tavern), Pennsylvania.
September 18-24	American raid on Lake George area, New York.
September 19	First Battle of Saratoga (or Freeman's Farm), New York. General Burgoyne driven back by large American forces.
September 20-21	Battle of Paoli, Pennsylvania.
September 26	British occupy Pennsylvania.
October 4	Battle of Germantown, Pennsylvania - Washington attacks Howe but is finally driven back.
October 6	British General Clinton captures Fort Clinton and Montgomery, New York.
October 7	Second Battle of Saratoga (or Bemis Heights), New York. General Burgoyne attacks General Gates forces but is driven back.
October 17	Burgoyne surrenders to General Horatio Gates, an American commander who had been a career officer in the British Army. This surrender at Saratoga is a major turning point in the war.

1777

October 22	British attack on Fort Mercer, New Jersey.
November 15	Fort Mifflin, Pennsylvania, evacuated.
November 17	Articles of Confederation adopted by Continental Congress.
November 20	Battle of Fort Mercer, New Jersey.
December 18	Occupation of winter quarters at Valley Forge.

1778

February 6	Franco-American Treaty of Commerce and Alliance signed in Paris.
June 17	France opens hostilities against Britain.
June 18	British evacuate Philadelphia.
June 28	Battle of Monmouth Courthouse (Freehold), New Jersey. American troops catch up with General Clinton's forces on their retreat from Philadelphia. A seesaw battle, but Clinton fights off the American attack.
July 3-4	Wyoming Valley "Massacre", Pennsylvania.
July 4	Lt. Col. George Rogers Clark occupies Kaskaskia, Illinois, thereby supporting later American claims to the region.
July 20	George Rogers Clark leads small group of frontiersman to occupy Vincennes, Indiana.
July 18	Indian raid at Andrustown, New York.
August 8	John Sullivan and D'Estaing begin the joint operation against Newport, Rhode Island - Arrival of large British force and violent storm led to withdrawal of French Fleet.
August 29	Battle of Newport (Tiverton), Rhode Island.
September 5-8	British amphibious raids on Massachusetts.
September 28	Tappan "Massacre", New York.
October 6-8	American raid on Indian town of Unadilla, New York.
October 15	British raid at Mincock Island (Egg Harbor), New Jersey.
November 11	Cherry Valley Massacre, New York.
December 17	British recapture Vincennes, Indiana.

1778

December 29	British capture Savannah, Georgia.

1779

February 14	Battle of Kettle Creek, Georgia.
February 23-25	Clark retakes Vincennes, Indiana.
March 3	Battle of Briar Creek, Georgia.
April 12	Convention of Aranjuez, Spain.
May 9	British raid on Norfolk, Virginia.
May 21	Spain declares war against Britain.
June 1	Clinton starts offensive up the Hudson River, New York with 6,000 men.
June 20	Battle of Stone Ferry, South Carolina.
June 21	Spain declares war against Great Britain.
July 2	British raid at Poundridge, New York.
July 5-11	British raid Connecticut coast.
July 8	British raiders plunder and burn Fairfield, Connecticut.
July 16	Battle of Stony Point, New York.
July 22	Battle of Minisink, New York.
August 11-September 14	Brodhead's Allegheny Valley Expedition, western Pennsylvania.
August 14	American squadron destroyed in Penobscot Bay, Massachusetts (Maine), by British.
August 19	"Light Horse Harry" Lee's raid on Paulus Hook, New Jersey.
August 29	Battle of the Chemung River (Battle of Newton), New York.
September	Spanish Expedition into British West Florida (Mississippi, Alabama, Florida).
September 5	American raid at Lloyd's Neck, Long Island, New York.
September 14	Burning of Indian town of Genesee, New York.
September 23	Siege operations begin against Savannah, Georgia.
October 4	Ambush at Licking River, Kentucky.

1779

October 9	British repulse allied assault on Savannah.
October 11-25	British evacuate Rhode Island.

1780

January 14-15	American raid on Staten Island, New York.
January 25	British raid on Newark and Elizabeth, New Jersey.
March 14	Mobile, British West Florida (Ala.) taken by Louisiana Governor Bernardo de Galvez.
April 2	Indian raid at Harpersfield, New York.
April 9	Action at Little Maquoketa River, Iowa.
April 11	Siege of Charleston, South Carolina begins.
May 7	Surrender of Fort Moultrie, South Carolina.
May 12	Surrender of Charleston to British.
May 22	Tory and Indian raid at Caughnawaga, New York.
May 22-23	Tory and Indian raid at Johnstown, New York.
May 26	Spanish repulse British expedition at St. Louis, Missouri.
May 29	Massacre of the Waxhaws (Waxhaws Creek), South Carolina.
June 23	Battle of Springfield, New Jersey.
July 10	Count de Rochambeau and 6,000 French troops arrive at Newport, Rhode Island.
July 12	Arnold's treasonable secret offer to British to surrender West Point, New York.
July 12	Actions at Stallins, South Carolina and Brandon's Camp, South Carolina; civil war in the Carolinas.
July 30	Capture of Fort Anderson (Thickety Fort), South Carolina.
August 1	Battle of Rocky Mount, South Carolina.
August 2	Indian and Tory raid on Fort Plain, New York.
August 6	Battle of Hanging Rock, South Carolina.
August 16	Battle of Camden, South Carolina - General Gates is soundly defeated by British General Cornwallis.

1780

August 18	Battle of Fishing Creek, South Carolina.
September 14-18	Attack on Forts Grierson and Cornwallis (Augusta), Georgia.
September 20-24	Washington-Rochambeau conference at Hartford, Connecticut.
September 23	Andre's capture; Arnold's treason exposed.
September 26	Action at Charlotte, North Carolina.
October 2	Major Andre hanged as spy, Tappan, New York.
October 7	Battle of King's Mountain, South Carolina - American troops capture Cornwallis' entire left wing unit.
October 7	British, Tory and Indian raid on Schoharie, New York.
October 19	Battle at Fort Keyser (Palatine or Stone Arabia), New York.
October 19	Battle of Klock's Field, New York.
November 20	Battle of Blackstocks, (Tiger River), South Carolina.
November 21-23	American raid on Coram (Fort George), Long Island, New York.
December 27-31	American raid at Williamson's Plantation, South Carolina.

1781

January	Spanish seize Fort St. Joseph, Michigan.
January 2	Virginia agrees to turn "western" lands over to Confederation.
January 3	Action at Hood's Point (James River), Virginia.
January 5	British raid on Richmond, Virginia.
January 8	British raid on Charles City Courthouse, Virginia.
January 17	Battle of Cowpens, South Carolina - American Daniel Morgan defeats and nearly wipes out large British Cavalry force under General Tarleton.
January 22	American raid at Morrisania, New York.
January 24	American raid on Georgetown, South Carolina.
February 1	British occupy Wilmington, North Carolina.
February 1	Battle of the Catawba River (Cowan's Ford), North Carolina.
February 25	Battle of Haw River, (Pyle's Defeat), North Carolina.
March 1	Ratification of Articles of Confederation.
March 2	The United States in Congress Assembled.

1781

March 15	Battle of Guilford Court House, North Carolina - Green meets Cornwallis in indecisive fighting.
March 16	First Naval Battle of the Virginia Capes.
April 2	USS *Alliance* vs *Mars* and *Minerva*.
April 15-23	Siege of Fort Watson, South Carolina.
April 16	Siege of Augusta, Georgia, begins.
April 25	Battle of Hobkirk's Hill, South Carolina.
April 27	British raid Petersburg and Osborne's Creek (James River) Virginia.
May 9	Spanish under Galvez capture Pensacola, Florida.
May 11	Capture of Orangeburg, South Carolina.
May 12	Capture of Fort Motte, South Carolina.
May 14	Tory raid at Croton River, New York.
May 15	Capture of Fort Granby, South Carolina.
May 21	Capture of Fort Galphin (Fort Dreadnought), Georgia.
May 21-24	Washington-Rochambeau conference Wethersfield, Connecticut.
May 22	Greene begins siege of the British strong-hold at Ninety Six, South Carolina.
May 23-24	Capture of Ft. Grierson, and Ft. Cornwallis, Georgia.
June 4	British raid on Charlottesville, Virginia.
June 5	British raid at Point of Fork, Virginia.
June 5	Surrender of Augusta, Georgia, to Americans.
June 19	Americans repulsed at Ninety Six, South Carolina.
July 5	French army under Rochambeau joins Washington's above New York.
July 6	Battle of Green Springs (Jamestown Ford), Virginia.
July 9	Tory and Indian raid at Currytown, New York.
August 4	Cornwallis occupies Yorktown and Gloucester Point on York River, Virginia.
August 26	Comte De Grasse with French fleet arrives in Chesapeake Bay and later defeats British forces led by Admiral Graves.

1781

September 5-9	Battle of the Capes - De Grasse drives back Admiral Clinton.
September 6	British raid New London, Connecticut.
September 6	Capture of Fort Griswold, Connecticut.
September 8	Battle of Eutaw Springs, South Carolina.
September 13	Tory raid on Hillsboro, North Carolina.
September 17-18	Washington-De Grasse conference, Hampton Roads, Virginia.
September 30	Siege of Yorktown begins.
October 10	American raid at Treadwell's Neck, New York.
October 19	Surrender of Cornwallis to General Washington at Yorktown, Virginia - For practical purposes the end of the war.

1782

March 7-8	Gnadenhutten, Ohio, Massacre.
March 20	Lord North resigns as Prime Minister.
April 8	Naval action on Delaware Bay.
April 12	New Jersey patriot leader, Captain Joshua Huddy, hanged by Tories in Monmouth County.
June 4-5	Action at Sandusky (Crawford's Defeat), Ohio.
July 11	Savannah, Georgia evacuated by British.
August 15	Indian and Tory raid on Bryan's Station, Kentucky.
August 19	Battle of Blue Licks, Kentucky.
September 11-13	Siege of Fort Henry, (West) Virginia.
November 30	Provisional treaty of peace signed in Paris.
December 14	Charleston, South Carolina, evacuated by the British.

1783

March 10	First of Newburgh Addresses.
March 12	Second of Newburgh Addresses.
March 15	Washington addresses the Continental officers.

1783

April 11	Congress proclaims end of the war.
June 13	Army disbands; Washington retains small force to blockade New York.
September 3	Treaty of Paris with Great Britain signed.
November 2	Washington issues "Farewell Address to the Army" from Rocky Hill, New Jersey.
November 25	British turn New York over to Washington.
December 4	Washington bids farewell to his officers at Fraunces Tavern, New York.
December 23	Washington resigns commission as commander-in-chief before Congress at Annapolis, Maryland.

1784

April 23	Congress adopts ordinance for government of western territories (was to be rewritten in 1787 and known as the Northwest Ordinance).

1785

May 20	Congress approves ordinance for sale of western lands.

1786

January	Adoption of Virginia Statute for Religious Liberty - Written by Jefferson and approved after a long struggle, this statue went far beyond the provisions of other states. It's major points were incorporated into the First Ammendment.
August	Outbreak of Shay's Rebellion in Massachusetts. Farmers led by Captain Daniel Shays protesting the legislature's refusal to issue paper money or to postpone state tax, foreclosure sales. Gave impetus to the movement for a new constitution.
September 11-14	Annapolis Convention under the leadership of Alexander Hamilton and James Madison - Delegates from five states met to consider common problems of trade and navigation. They instead began calling on all states to send delegates to consider adjustment of parts of the federal system.

1787

May 14	Constitutional Convention meets in Philadelphia. All states eventually sent delegates except Rhode Island.
July 13	Northwest Ordinance adopted.
September 27	Constitutional Conventional Adjourns.
December 7	Delaware ratifies Constitution.
December 12	Pennsylvania ratifies Constitution.
December 18	New Jersey ratifies Constitution.

1788

January 2	Georgia ratifies Constitution.
January 9	Connecticut ratifies Constitution.
February 6	Massachusetts ratifies Constitution.
April 28	Maryland ratifies Constitution.
May 23	South Carolina ratifies Constitution.
June 21	New-Hampshire ratifies Constitution.
June 26	Virginia ratifies Constitution.
July 26	New York ratifies Constitution.

1789

January 7	Election of House of Representatives and Presidential Electors.
March 4	First Congress meets under the Constitution.
April 30	Washington inaugurated as first President at Federal Hall, on the corner of Broad and Wall Streets, New York City.
November 21	North Carolina ratifies Constitution.

1790

May 29	Rhode Island ratifies Constitution.

Field Trip Around Westminster and Union Mills

This field trip could be planned as an all day trip with a picnic lunch at the Community Park off Route 140, above Gino's. It could also be made in about four hours with just one hour stops at Historical Society and Union Mills.

From your school to:

1. Carroll County Court House, Court and Willis Streets
2. City Hall, End of Willis Street (north)
3. Union Mills, Shriver Homestead (check map with field trips)
4. Historical House, 210 East Main Street[1]
5. Ascension Episcopal Church, Leigh Masters is buried here (look up the story on this man)

The Carroll County Farm Museum[2]

A trip to the Farm Museum could be a delightful day in the country. The museum includes a farmhouse, barn, crafts buildings and antique farm equipment. Many farm animals are there, also. By planning ahead, arrangements can be made to have demonstrations or rural crafts shown. There are pretty gardens and a gift shop which you may visit without buying. Many handmade articles are made by local people and sold here. There is plenty of picnic area with tables and benches.

Field Trip To Frederick

This trip could be planned for most of a school day, depending on how much walking you want to do.

The Barbara Fritchie Home and Museum in Frederick, Maryland is ideally located for Civil War enthusiasts and should be included in our American Heritage study.

Visit the Barbara Fritchie Home and Museum on Patrick Street first. There is a small admission fee. Check before going for it may change. (Write the Barbara Fritchie Home and Museum, 154 West Patrick St., Frederick, Md. or telephone 301-662-3000.)

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[1] New brochures on these will be in all media centers.

[2] See Footnote 1.

Maps for identifying points of interest along West Patrick Street are available at the Chamber of Commerce. Just write and they will send them to you.

Other points of interest near by, are: Rose Hill Manor, (home of Thomas Johnson, first Governor of Maryland); Historic Court Square; Roger Brooke Taney home and museum; Francis Scott Key grave and monument; Revolutionary Hessian Barracks.

Field Trip to Washington, D. C.

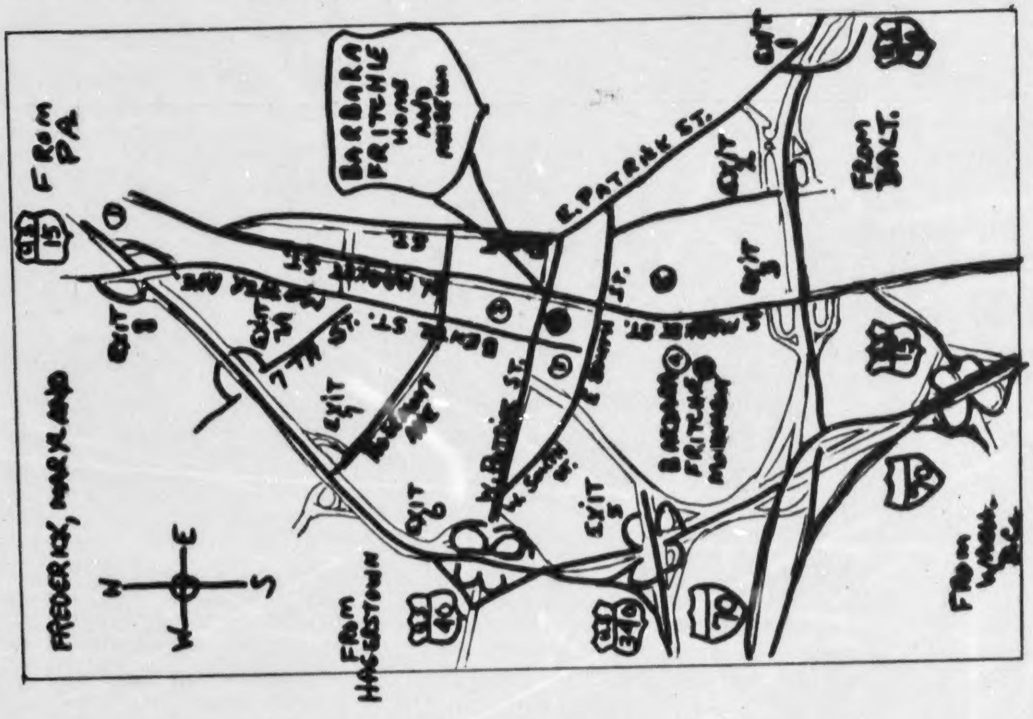
The Federal Mall is a grassy park in the center of Washington, D. C. Many sights that children would like to see are in buildings located here. ~~Other~~ famous buildings are close by.

A tourmobile or shuttle bus for tourists runs along the Mall. On board are guides to tell you about the sights. You can get on and off at any one of the 13 stops all day long. Adults pay $2.00, children pay $1.00. The ticket is good for one day, so start early. If you plan to visit just the Smithsonian area, your bus will drop you off and pick you up at a given time.

Below are listed a few of the most enjoyable spots.

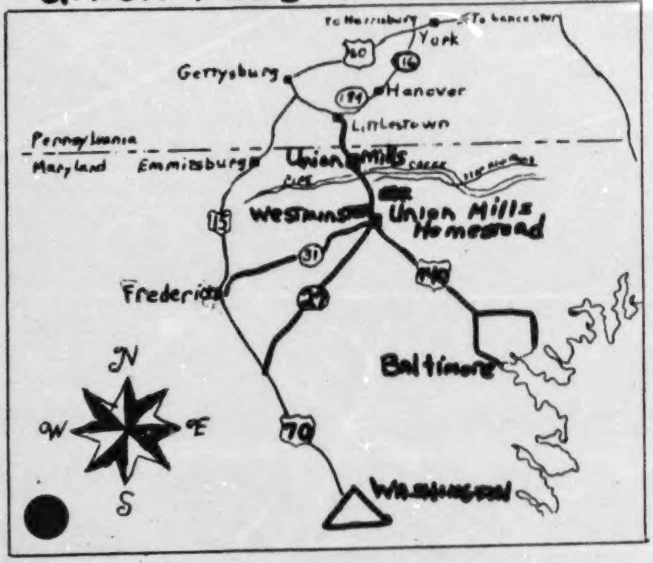
1. Smithsonian Arts and Industries - see the moon rock, the "Kitty Hawk" and "Spirit of St. Louis".
2. Air and Space Building.
3. Museum of History and Technology - the original "Star Spangled Banner", the First Ladies' gowns, old train locomotives, and early American classroom.
4. Museum of Natural History
5. Bureau of Printing and Engraving - see how paper money is made.
6. National Archives - Declaration of Independence, the Constitution and the Bill of Rights.
7. Jefferson Memorial.
8. Lincoln Memorial.
9. National Gallery of Art.

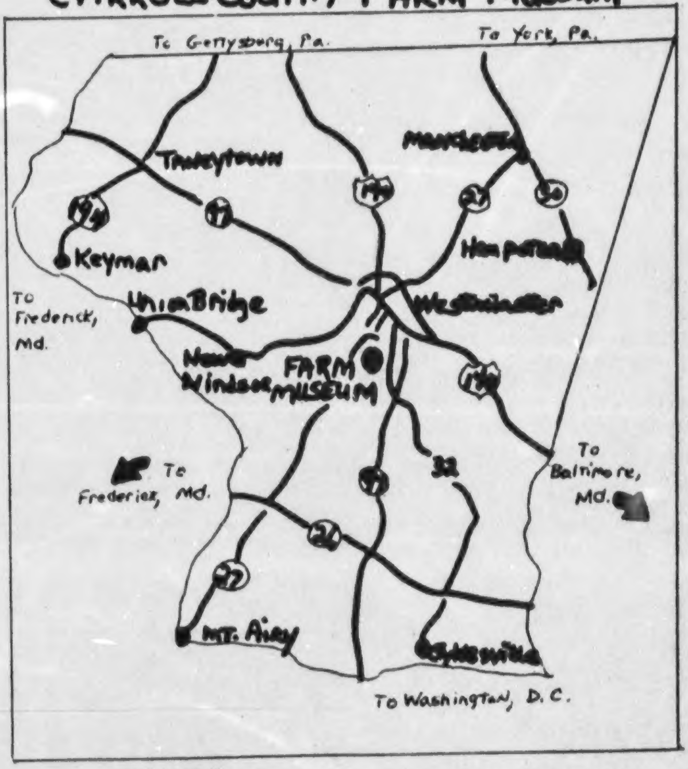
MAPS FOR FIELD TRIPS


BARBARA FRITCHIE Home AND MUSEUM
FROM PA
15
E. PATRICK ST.
EXIT 1
EXIT 2
EXIT 3
FROM BALT.
W. PATRICK ST.
BENTZ ST.
7th ST.
EXIT 8
EXIT 7
EXIT 6
EXIT 4
EXIT 5
N. MARKET ST.
S. MARKET ST.
E. SOUTH ST.
BARBARA FRITCHIE MONUMENT
FREDERICK, MARYLAND
N
E
S
W
FROM HAGERSTOWN
40
340
70
FROM WASH. D.C.

CARROLL COUNTY FARM MUSEUM

Union Mills HOMESTEAD


To Harrisburg
To Lancaster
York
30
116
Gettysburg
194
Hanover
Littlestown
Pennsylvania
Maryland
Emmitsburg
Union Mills
Pipe Creek
Big Pipe Creek
15
Westminster
Union Mills Homestead
31
27
140
Frederick
Baltimore
70
Washington
N
W
E
S


To Gettysburg, Pa.
To York, Pa.
Taneytown
Manchester
194
97
140
27
30
Keymar
Hampstead
To Frederick, Md.
Union Bridge
Westminster
New Windsor
FARM MUSEUM
140
To Frederick, Md.
97
32
To Baltimore, Md.
26
27
Mt. Airy
Sykesville
To Washington, D.C.

10. From the National Archives you can walk to the FBI.

11. The Washington Monument - Walk up 898 steps or take a quick elevator ride for a good view.

12. White House - Tours are open to the public.

Annapolis[1]

1. The John Paul Jones Crypt - located in the chapel of the U. S. Naval Academy; it contains the remains of the great naval hero.

2. The Maryland State House - located at State Circle; Treaty of Paris was ratified there which ended the Revolutionary War.

3. The Old Treasury Building - located at State Circle; now the headquarters for the Maryland Historic Trust (open).

4. St. John's College. Barnister House, a prominent family (Charles Carroll of Carrolton); McDowell Hall, was the mansion for colonial governor. Ancient Tulip Popular, where the Sons of Liberty met.

5. Chase-Lloyd (1769) and Hammond Harwood (1774) Houses - located at 22 and 19 Maryland Avenue; of exceptional architectural merit. Both are National Historic Landmarks and open to the public.

6. The Brice House - Prince George and East Streets. National Historic Landmarks are not open to the public, but can be seen from the street.

7. The Quynn-Brewer House - 26 West Street; restored and furnished in Queen Anne period (open).

8. Day on the Bay Cruise from Annapolis. For information: Chesapeake Marine Tours, Inc., P. O. Box 1989, Annapolis, Maryland 21404 (301-268-7600).

9. M. V. Port Welcome. For information on cruises: Port Welcome Cruises (group rates), Constellation Dock, Baltimore, Maryland 21202 (383-5705-06).

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[1] Historic Annapolis, Inc., 18 Pinkey Street, Annapolis, Md. 21401.

Field Trip to Baltimore[1]

Baltimore's five most prestigious exhibitors have combined to give the city a unique presentation of Revolutionary War art and history during the 1976 Bicentennial Celebration.

The museums will be: Walters Art Gallery, Baltimore Museum of Art, Peale Museum, Maryland Historical Society and Maryland Academy of Sciences.

The Walters Gallery will cover European art between 1750-1800.

Baltimore Museum of Art will display the distinction between American and European art trends during that period.

Maryland Historical Society will concern its exhibits with documenting Maryland's 18th century history.

Peale Museum, will show Baltimore's contribution to American architecture in an exhibition entitled "Baltimore's Revolutionary Generation". Maryland Academy of Sciences will present an exhibit focusing on the physical sciences, especially measurement.

Baltimore City Fair (ethnic neighborhoods present their heritage, craft exhibits, last weekend in September).

Everyone interested in American heritage should visit Baltimore to see the landmarks associated with our National Anthem: Fort McHenry National Monument and Historic Shrine, Star-Spangled Banner Flag House Museum, U. S. Frigate Constellation, Mt. Clare Mansion, (the city's oldest surviving colonial home 1754), Streetcar Museum, and Charles Carroll town house.

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[1] For help: Visitors Information, Baltimore Forward Thrust, Inc., 102 St. Paul Street, Baltimore, Maryland 21202, (phone 301-727-5688)

CARROLL COUNTY POINTS OF INTEREST

Points of interest in Carroll County not to be used for field trips but enriching for teachers or suggested as family trips:

Terra Rubra, the birthplace of Francis Scott Key. It is a private home and not open to visitors. The home can be viewed from the road along Route 194.

Springdale School, Springdale Road from New Windsor. An old school restored and very interesting. Will be open in fall of 1974. Was damaged by Agnes. Mr. Marker Lovell, owner. Watch for dates of opening or call 848-8355 or 848-2269.

Old Cemeteries in Carroll County:

Winters Churchyard. Old stones - small, black, and scarcely legible. On old Route 75 between New Windsor and Linwood.

Krider's Reformed and Krider's Lutheran Churches, Krider's Road off Littlestown Road. Both churches over 200 years old. Many stones good for rubbings. Children could check dates of births, deaths. Many good math problems.

Ascension Episcopal Church, Court Street, Westminster, Md. It is historical because a number of Revolutionary soldiers are buried there. Also, Leigh Masters of many ghosty tales lies just inside back entrance.

Churchyard in Manchester, off Main Street on Church Street. A very large old tree reminds you of age of persons buried there. In the old section dates are in the 1700's.

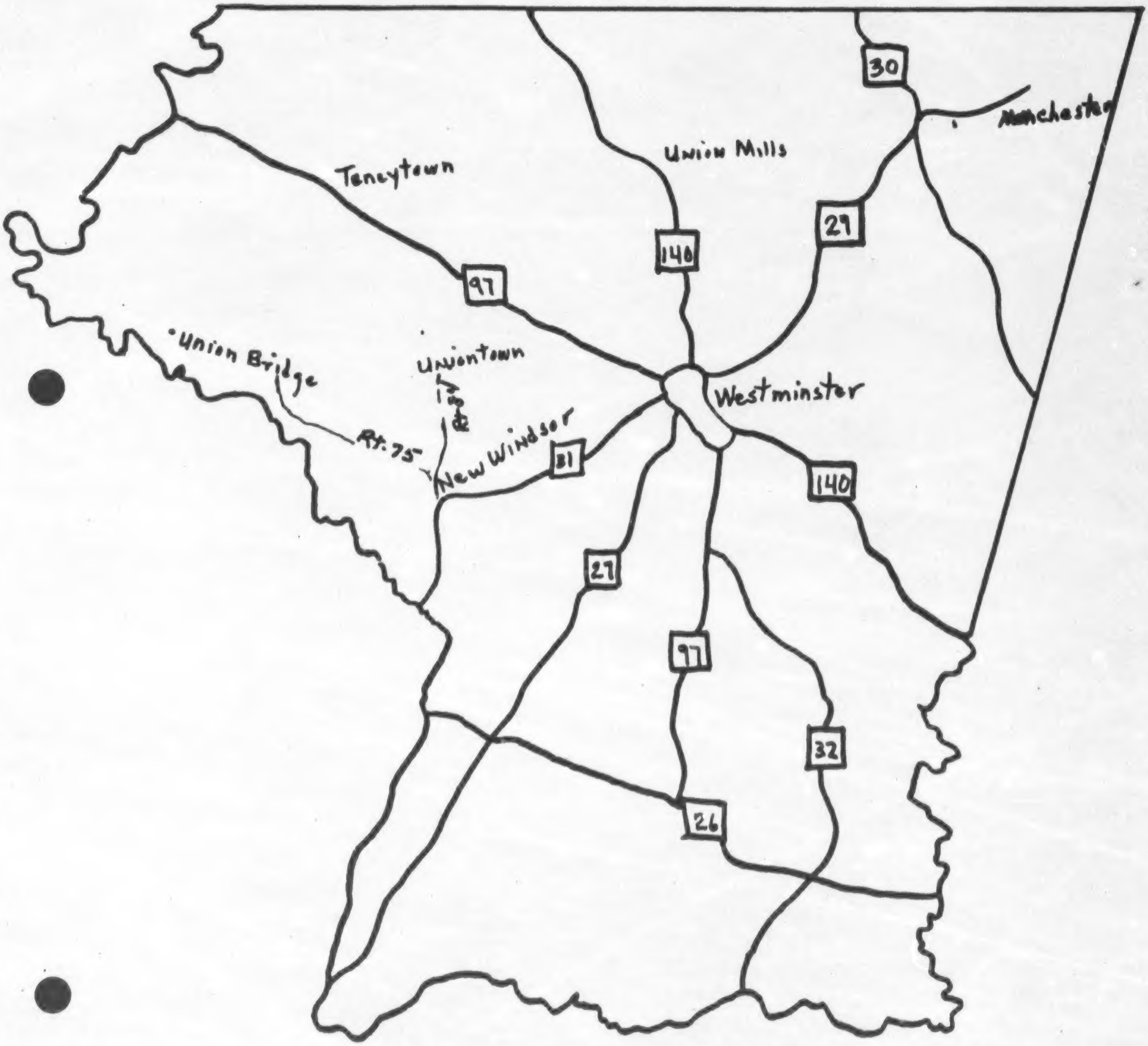
Pipe Creek Church of the Brethren, Uniontown Road on the New Windsor side. One of the historical churches in Carroll County containing a museum of articles used in days of extended Love Feasts when families came long distances by horse drawn buggies and remained for several days.

Boonsboro (U. S. 40 alternate). Near here is Boonsboro State Park, site of the first monument ever to be erected to the memory of George Washington - a stone tower, constructed July 4, 1826 entirely by the citizens of Boonsboro.

New Market (off Int. 70N on Md. 75). This village is one of the major antique centers in the East, with about 20 antique shops lining the main street. A good restaurant is in center of town. Delightful October day stroll.

Cunningham Falls, Catoctin Mountains State Park, Near Thurmont on U. S. 15. Activities are many but would point out Catoctin Winter Festival (first Sunday in February), Catoctin Spring Weekend (second weekend in May), Annual Catoctin Colorfest (second weekend in October). Information: Catoctin Mountain Tourist Council, Post Office Box 32, Thurmont, Maryland 21788, Phone 301-271-7638.

Frederick Barracks on the property of the Maryland School for the Deaf, housed British and Hessian prisoners during the Revolution. Apply at school. Museum is being renovated now. Ask for Mr. Sisk.


30
Manchester
Union Mills
Taneytown
29
140
97
Union Bridge
Uniontown
Westminster
Rt. 75
New Windsor
31
140
27
97
32
26

Resource People

1. Fran L. Henshaw (classroom or field trip)
62 Penna. Avenue
Westminster, Md. 21157
876-2802

Mrs. Henshaw has an old house that will be open for class visits during 1975-76 school year. Many examples of early furnishings and housewares can be seen. Mrs. Henshaw is very interesting, a former teacher, and can demonstrate many crafts.

If you are interested in having her visit your classroom to teach some crafts it will be rewarding. She has given permission to call her for more information.

2. Mr. George Bachmann (music recital)
71 Penna. Avenue
Westminster, Md. 21157
848-0135

Mr. Bachman has a group of non-professional friends who play together for pleasure but are very talented. Their type of baroque music would provide a pleasant musical evening. I would suggest a recital at the Historical Society's Kimmey House. Mr. Bachman has been contacted. You may call for arrangements.

3. Miss Madeline Geiman
245 West Main Street, Ext.
Westminster, Md. 21157
848-6547

Would like to be called as a resource for showing of quilts or art of quilting. Miss Geiman quilts with a group from Meadow Branch Brethren Church.

4. Brethren Church
Bond Street - Belle Grove Park
Westminster, Md. 21157
848-8090 or Mrs. Royer 848-8476

Every Tuesday all year from early morning until 3:00 p.m. ladies quilt on beautiful handmade quilts. They have given their permission for class groups to come visit and watch their beautiful work. Call before going.

5. Shafer Bros.
Sullivan Road
Westminster, Md. 21157
848-7340

Visit them in January to see broom making and also a modern mill. Plan to buy some brooms. This would be a nice gesture.

6. Howard Stonesifer
18 Penna. Avenue
Westminster, Md. 21157
No phone

Mr. Stonesifer could help on any problems of woodworking. He has made a pattern for making a plain colonial footstool. The pattern will be available from the resource center.

7. Mr. Wm. R. Hann
Old Manchester Road
Westminster, Md. 21157
848-3204

Mr. Hann would teach an adult group the art of caning chairs. He is available on Saturdays only. Call and make arrangements.

8. Mrs. Ennis Royer (would need transportation)
Uniontown Road
Westminster, Md. 21157
848-8476

Would be willing to go to classrooms to teach rug making. If interested have children bring in old woolen clothing.

9. Mr. John Myers, Sr.
Old Bachman's Valley Road
Westminster, Md. 21157
848-8374

Four generations of John Meyer's family have lived in the home place where John Myers, Jr. now lives. Three generations have had apple and peach orchards. The old home must be two hundred years old because pine trees in front have been declared at least two hundred years old.

Mr. Myers will talk to any student who wants an interview. He knows that area of the country well.

10. Mrs. W. A. Pickens
Hughes Shop Road
Westminster, Md. 21157
848-8899

Mrs. Pickens is a direct descendant of Col. Josiah Gist. She is a marvelous story-teller. She would be happy to tell you about her should-be famous soldiers. She is delightful.

11. The Loafing Barn
    540 Baltimore Blvd.
    Westminster, Md. 21157
    848-8111

    Well-behaved children are invited to come in and browse. There is a fine collection of several periods of furniture and dishes and art. All is housed in a very attractive old renovated barn. The owner is very friendly and helpful.

12. Mr. Noah Schaeffer (one or two persons could check with him for facts)
    53 Penna. Avenue
    Westminster, Md. 21157
    848-7789

    A gentleman in his 80's with a marvelous memory.

13. Historical Society
    210 East Main Street
    Westminster, Maryland 21157
    848-6494

    Any information concerning Carroll County can be found in the library in Kimmey house. Call before going in.

14. Times Paper (Carroll County)
    Carroll Street
    Westminster, Maryland 21157
    848-4400

    Paper dates back 63 years. You can check files for these years.

15. Miss Lillian Shipley 848-5085
    Miss Dorothy Elderdice 848-4630
    75 West Green Street
    Westminster, Md. 21157

    A good source for background history. Miss Elderdice rents costumes also. The Shipleys date back in Carroll County history.

Chair Caners Schedule - 1974

Coshun, Mrs. Joseph	R. D., Union Bridge	775-2621
Biker, Mrs. Russell	Rt. 2, Hampstead	374-2724
Frock, Mrs. Russell	81 Uniontown Rd., Westminster	848-8315
Hoke, Mrs. Soloman	Rt. 3, Westminster	848-5598
McKinstry, Mr. Wm.	Union Bridge	775-2424
Nine, Mrs. Adelaide	Rt. 4, Westminster	848-8862
Null, Mrs. Hubert	R. D., Taneytown	756-2252
Nusbaum, Mr. Ira	38 E. George St., Westminster	848-8093
Reifsnider, Mrs. Alice	R. D., Keymar	756-2732
Smith, Mrs. Ella	Woodbine	795-0475
Wolfe, Mrs. Maurice	Rt. 2, Westminster	848-7860
Spencer, Mr. Lloyd	112 E. Main St., Westminster	848-7670
Wimert, Mr. Lester	25 Spruce Avenue, Westminster	848-7806

Coshun & McKinstry: April 13, May 25, June 22, August 3, Sept. 14, October 26

Spencer & Wolfe: April 20, May 26, June 29, August 10, Sept. 21, October 21

Eiker & Frock: April 27, May 27, July 6, August 17, Sept. 28

Null & Reifsnider: May 4, June 1, July 13, August 24, October 12

Smith & Hoke: May 11, June 8, July 20, August 31

Niner: May 18, June 15, July 27, September 7, October 19

Extra days: Mr. Wimert, June 2, 9 - Sunday; July 4, Thursday

APPENDIX

Where to write for additional information:

1. U. S. Library of Congress
   (Archive of American Folksong)
   Washington, D. C.

2. Maryland Historical Society
   201 W. Monument Street
   Baltimore, Md. 21201

3. The Historical Society of Carroll County
   East Main Street
   Westminster, Md. 21157

4. Smithsonian Associates
   900 Jefferson Drive
   Washington, D. C. 20560

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